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ABSTRACT

As the second in a four volume final report of a Right to Read preservice, competency-based modular reading specialist project, this volume presents the module outlines for components two through six of the classroom program. Component two (readiness and beginning reading) trains the students in language development, dialect differences, language as communication, and recognizing and measuring reading readiness. Component three (comprehension) helps students consider levels of comprehension, questioning, test design, and literary appreciation. In component four (diagnosis) students administer and interpret a battery of tests and weave this information into a complete diagnostic case study. Component five (learning/study styles) concentrates on the secondary level and covers learning styles, reading, study skills and homework, motivation, and a variety of cognitive skills. Component six (the hope for the future) centers on matching student learning styles with appropriate materials and teaching strategies, and requires that the student develop a philosophy of reading for the present and for the future. (MAI)

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Fourteen Components of the Classroom Reading Specialist Program

Volume I

Guide for the Implementor

I	Reading/Language Arts, K - 12	D. Barnes Boffey and David J. Yarington

Volume II

II	Readiness and Beginning Reading	Martha Evans
III	Comprehension	Richard Earle
IV	Diagnosis	David J. Yarington
V	Learning/Study Styles	David J. Yarington
VI	The Future: Trial/Error Teaching/Learning	David J. Yarington

Volume III

VII	Administration and Supervision	Richard Earle
VIII	Remediation and Clinical Practicum	David J. Yarington
IX	The Affective Domain	D. Barnes Boffey

Volume IV

X	Process—Theory and Practice	Martha Evans
XI	Research and Measurement	Martha Evans
XII	Survival Skills	D. Barnes Boffey
XIII	Presentation Skills	David J. Yarington
XIV	Sexism and Racism	William R. Schreck, Jr.

Component II

Readiness and Beginning Reading

by

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University of Maryland

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COMPONENT II: Beginning Reading, Pre-School, Primary Readiness

Competency 1: Reading specialists understand the concept of reading readiness.

Competency 2: Reading specialists know a variety of methods for assessing reading readiness.

Competency 3: Reading specialists can develop readiness for particular beginning reading approaches.

Competency 4: Reading specialists understand theories of children's language development and can observe and analyze differences in children's language.

Competency 5: Reading specialists know word analysis techniques and have a variety of methods to teach these skills.

Competency 6: Reading specialists can develop comprehension skills from the beginning stages of reading.

Competency 7: Reading specialists are acquainted with a variety of published materials for beginning reading instruction, the approaches they represent and can use them in classrooms.

Competency 8: Reading specialists are acquainted with language experience and individualized approaches to beginning reading.

Competency 9: Reading specialists are acquainted with a number of management systems.

Competency 10: Reading specialists are acquainted with several classroom grouping procedures for reading instruction.

Competency 11: Reading specialists can suggest methods of integrating the reading program into content areas in the primary grades.

COMPONENT II: Beginning Reading, Pre-School, Primary Readiness

Competency 1: Reading specialists understand the concept of reading readiness.

Module: II, 1C, 1 Modular Credit _____

Title: Understanding the concept of reading readiness.

Rationale: Reading should be introduced to children when they:

a) have a mental age of 6.5

b) have mastered the pre-requisite skills for a particular approach

c) want to learn to read

Objective:

Given the above three alternative approaches to the concept of reading readiness, choose one and defend your choice in a one-page paper or in debate.

Learning Alternatives:

1. Read: Durkin, Delores, *Teaching Them to Read*, chapter V; Muskoff, Allen, "Reactions to Affective Factors in Reading", in *Theoretical Models and Processes in Reading*, Singer and Ruddell, I.R.A., 1968, pp. 120-125; Durkin, Delores, *NSSE Yearbook*, Part II, Chapter II, 1968
2. Observe in a kindergarten and first grade classroom.
3. Talk to five and six year olds about reading, and try to teach one.
4. Attend lecture on reading readiness.
5. ________

Indicator:

1. Participate in a debate defending your choice.
2. One page paper defending your choice.

Evaluation:

1. Validity of arguments based on resource material;
2. Evidence of resources used.

Competency 2: Reading specialists know a variety of methods for assessing reading readiness.

Module: II, 2C, 1 Modular Credit ____

Title: Assessing reading readiness through Task Analysis.

Rationale: Any task requires prerequisite abilities. For example, correctly answering "2 + 2 = ___" requires being able to recognize the symbols "2", "+", and "=", understand their meanings, being able to write the number "4", along with the concept of addition and the math fact that two plus two does equal four.

Objective: Given the task "Pronounce the word 'pab'", list at least five prerequisite behaviors for successful completion of this task in a one-page paper.

Learning Alternatives:

1. Modules on phonics, content, auditory and visual discrimination.
2. Vallett, Developmental Task Analysis, and Richard Venesky, Robert Calfee and Robin S. Chapman,"Skills Required for Learning to Read", in Individualizing Reading Instruction, Larry Harris and Carl Smith, Holt, N.Y., 1972, pp. 168-176
3. Observation in first grade classroom.
4. Analysis of published phonics programs.
5. ________

Indicator: List of at least five pre-requisite steps for learning to read the word "pab".

Evaluation: The tasks should indicate a completion of at least one of the learning alternatives.

Module: II, 2C, 2 Modular Credit ____

Title: Analysis of commercial readiness tests.

Rationale: High performance on any standardized reading readiness test indicates readiness to begin reading. True or False??

Objective: Given two commercial readiness tests and the above statement, analyze and compare them by summarizing what a child scoring "ready" on the tests is specificaly able to do in a one page paper.

Learning Alternatives:

1. Farr, Roger, and Nicholas Anastasiow, Tests of Reading Readiness and Achievement, IRA, 1969
2. Burros, Mental Measurement Yearbook, (sections discussing tests examined)
3. Farr, Roger, Measurement and Evaluation of Reading, chapters 7 and 8 Harcourt, Brace & World, Inc., 1970
4. Lecture on reading readiness.
5. Copies of reading readiness tests in test file.
6. __________

Indicator: one page paper.

Evaluation:

1. Specificity.
2. Awareness of what behaviors the items in the tests are testing.
3. Discussion of what, if any, abilitiss are pre-requisite for all beginning reading programs.

Module: II, 2P, 1 **Modular Credit** ____

Title: Assessing Readiness Materials

Rationale: In February, teacher X gives her whole kindergarten class their readiness workbooks; by April, they have completed them and are all able to begin reading the first pre-primer. True or False??

Objective: Given commercial readiness materials, analyze and compare their concept of reading readiness and how it is best developed.

Learning Alternatives:

1. Packet # ____ (Wilkit, Reading Readiness Checklists)
2. Two of the following readiness materials: MacMillan, *We Begin*; *The Alphabet Book*, and *Starting Out With Pictureform*, Harper & Row; (Bookmark) *Look, Listen, Learn*, Harcourt, Brace & Jovanovich; *Getting Ready to Read*, Houghton-Mifflin; *Games to Play*, *Manual for Teaching the Reading Readiness Program*, Ginn; *Before We Read*, *We Read More Pictures*, Scott Foresman; *Sullivan Readiness Materials*, Behavioral Research Lab.
3. Lecture on readiness (video and audio tape).
4. ________

Indicator: Checksheet indicating entry behaviors expected, series of steps the child goes through, (visual, auditory, oral, vocabulary development, concept development) terminal behaviors expected, and what is ignored in the two readiness programs examined.

Evaluation:

1. Completeness,
2. Validity of comparisons,
3. Attention to what is not covered.

Module: II, 2F, 2 Modular Credit ____

Title: Assessing reading readiness through observation

Rationale: Readiness tests are only 50% successful. Readiness involves so many variables and learners are so different from one another that it is sometimes very difficult to predict if a child is ready, willing and able to profit from reading instruction.

Objective: "The best readiness test for any child is to try to teach the child to read." Given the above statement, react to it based on personal experience, teaching a kindergarten child to read "My name is _________ ; your name is _________; your teacher's name is _________."

Learning Alternatives:

1. Lecture on readiness.
2. Durkin, Delores, Teaching Them To Read.
3. Readiness checksheet in Packet # ____.
4. Video taped demonstration of teaching a young learner.
5. _________

Evaluation: Master Teacher's answers to the following questions:

1. Was the learner successful in learning to read the three sentences?
2. What skills seemed to help him?
3. What other activities does the learner need to be albe to do to aid learning to read?

Module: II, 2P, 3 Modular Credit ____

Title: Assessing Reading Readiness with checksheets

Rationale: No one really knows what is involved in learning to read. Different children appear to use different skills in early reading and children with apparently the same skills have varying degrees of success.

Objective: Given a checksheet of readiness skills, use it to observe a first grade child who the teacher identifies as already reading. Fill out the checksheet.

Learning Alternatives:

1. Packet # ____
2.
3. ______

Indicator: Filled out checksheet.

Evaluation: Signature of master teacher on checksheet stating that the child is a reader.

Competency 3: Reading specialists can develop readiness for particular beginning reading approaches.

Module: II, 3C, 1 Modular Credit ____

Title: Nurturing a Positive Attitude Toward Reading

Rationale: "Would you rather learn to read a book about a rocket ship or learn to draw a picture about a rocket ship?"

Four year old: "Oh, learn to read a book about a rocket ship!"

Seven year old: "Draw a picture, for sure."

Objective: Given an imaginary first grade classroom, suggest ways to promote good attitudes toward reading.

Learning Alternatives:

1. Packet # ____
2. Modules on Affective Factors and Reading.
3. Read: Muskoff, Allen, "Reactions to Affective Factors in Reading", Theoretical Models and Processes in Reading, Singer and Ruddell, I.R.A., 1968, pp. 120-125; Plowden Report on British Infant Schools; Holt, John, How Children Learn, Dell Pub., 1972; Rogers, Carl R., Freedom to Learn, Charles E. Merrill Co., 1969
4. Observe a kindergarten classroom, a third grade classroom and a nursery school classroom.
5. Talk to kids about what they like to do, when they like to read.
6. Remember what you liked about reading when you were a child and what you didn't like about it.
7. ________

Indicator: one page paper.

Evaluation: The paper should describe five ways to develop (preserve) positive attitudes toward reading and three ways to destroy them.

Module: II, 3P, 1 **Modular Credit** _____

Title: Developing visual discrimination skills

Rationale: "Hey, there's my name!!"

"No, Jack. That says Judy, not Jack."

"Oh, I thought it looked like my name."

Objective: Given the words bad, dad, had, bat, and hat, develop 5 activities to teach pre-readers to visually discriminate between/among these words and teach them to a group of learners.

Learning Alternatives:

1. Packet #_____
2. Read: Durkin, Delores, Teaching Them to Read, chapters 7 & 8
3. Read SPICE or other game and activity books in the curriculum center.
4. Examine readiness workbooks from Scott Foresman and Ginn Series.
5. Observe in kindergarten and first grade classroom.
6. Lecture on reading readiness (video and audio tape)
7. __________

Indicator: developed activities and successful teaching of the activities.

Evaluation: Five activities should be either games, workbook pages, board work, or teacher directed activities. The following criteria will be used:

a) Did the activity meet the objective?

b) Is the level of the activity appropriate?

c) Will (did) the children enjoy the activity?

d) Is there opportunity for practice?

e) Did the children begin to learn to discriminate between the words?

Module: II, 3P, 2 Modular Credit ____

Title: Developing Auditory Discrimination Skills

Rationale: A phonics approach to beginning reading requires children to associate sounds to letters and letter combinations and to be able to synthesize these sounds into words. Readiness for phonics instruction involves the ability to hear sounds in words.

Objective: Given six words beginning with the same initial consonant sound, develop activities to teach pre-readers that these words begin similarly, and successfully teach them to a group of learners.

Learning Alternatives:

1. Read: Durkin, Delores, *Teaching Them To Read*, chapter 7
2. Examine readiness workbooks from Houghton Mifflin, Sullivan, Holt Rinehart & Winston.
3. Observe in kindergarten and first grade classrooms.
4. Attend lecture on reading readiness.
5. ______

Indicator:

1. Description of five activities (games, workbook pages, boardwork, discussions) to meet the objective.
2. Teach two activities to a small group of pre-readers.

Evaluation:

1. Does the activity meet the objective?
2. Is the level of the activity appropriate?
3. Did the children enjoy the activity?
4. Are there examples and opportunity for practice?
5. (If indicator 2) did the children begin to learn?

Competency 4: Reading specialists understand theories of children's language development and can observe and analyze differences in children's language.

Module: II, 4C, 1 Modular Credit ____

Title: Language development - Theories and Process

Rationale: Reading is one of the language arts and beginning reading is concerned with helping the child transfer what he already knows about the language he speaks to interpret the written symbols he is encountering. This module will help you answer the question, "What is language and how is it acquired?"

Objective: Given the statement "Of the three systems of language (phonology, syntax and semantics), only one appears to be acquired primarily through imitation," react and defend your reaction in a one page paper.

Learning Alternatives:

1. Hopper, Robert and Rita C. Naremore, Children's Speech, Harper and Row, New York, 1973, chapters 2 -6, 8.
2. Cazden, Courtney B., Child Language and Education, Holt, Rinehart and Winston, New York, 1972, Chapters 3 - 5
3. ________

Indicator: Two page paper reacting to statement.

Evaluation: Discussion of at least two theories on how phonology and syntax are acquired, one explanation of the acquisition of semantics.

Module: II, 4C, 2 Modular Credit ____

Title: Language Development - Observation

Rationale: Any theory of language development is only valid to the extent that it can be applied.

Objective: Given the speech of a three year old and a six year old, determine how they differ from each other and from the adult speech norm and explain the differences between the two children and at least 6 differences between the children and an adult in a one-page paper.

Learning Alternatives:

1. Observe the speech of a three year old and a six year old child in a home or school situation.
2. Listen to audio tapes of speech of three year old and a six year old child.
3. Observe video tapes of three and six year old children.
4. ________

Indicator: List of six differences in the speech of these two children, and two ways in which they both differ from adults.

Evaluation: Features identified. Attention must be paid to phonology, syntax and semantics.

Competency 4: Reading specialists understand theories of children's language development and can observe and analyze differences in children's language.

Module: II, 4C, 3 Modular Credit ____

Title: Language Development—Syntax and Semantics

Rationale: Children arrive at school with varying levels of linguistic competence. All six-year-olds don't know the same thing about their own language, how to use it and how to talk about it. Although linguistic competence cannot be taught directly, it can be facilitated through exposure to various activities.

Objective: Given a group of six-year-olds, describe five activities to develop their syntatic and semantic competence.

Learning Alternatives:

1. Read: Hopper, Robert and Rita Naremore, Children's Speech, Harper and Row, 1973, chapters 6 - 8; Cazden, Courtney, Child Language and Education, Holt, Rinehart and Winston, 1972, chapters 3, 4, and 10; Moffett, James, A Student Centered Language Arts Curriculum, Houghton Mifflin, 1973, pp. 1 - 16, 35 - 66.
2. Observe in a first grade classroom noting the kinds of language development activities the teacher uses to promote syntatic and semantic development.
3. Lecture on language development and reading.

Indicator: List of three activities to develop syntatic competence and two to develop semantic competence with kindergarten and first graders.

Evaluation:

1. Opportunity to hear, repeat and use language.
2. Appropriateness for age.
3. Motivation value of activities.

Module: II, 4C, 4 Modular Credit ____

Title: Language Development—Metalinguistics

Rationale: Metalinguistics is language about language. Many children come to school without knowing what a word or a "sentence" is, yet these terms are often used in beginning reading instruction. This can almost double the task for some children—learning the technical language and then learning to read.

Objective: Given a learner, identify the "language about language" terms he may have trouble with and which may interfere with his learning to read.

Learning Alternatives:

1. Downing, John and Oliver, P., "Children's Conception of a 'Word'", Reading Research Quarterly, IX, 4, pp. 568-582; Reid, J. F., "Learning to Think About Reading", Educational Research, 9, 1966, pp. 56-62
2. Observe a first grade teacher, noting what "language about language" she uses during reading instruction.
3. Interview a five year old child, using the attached sheet.

Indicator: A one page list of terms which are used in reading instruction, yet which five and six year old children may not understand.

Evaluation: Evidence for each term included—from the teacher, readings or attached interview.

Answer Sheet for Metalinguistic Interview

Child's Name: ____________________

Question	Response
1. Do you know the alphabet?	1.
2. Do you know your ABC's?	2.
3. Can you say just one letter for me?	3.
4. Can you say just one word for me?	4.
5. Can you say a sentence for me?	5.
6. Here's a book. Where would I start reading it?	6.
7. Open to a page. Does it matter where on this page I start reading?	7.
8. If I finished reading this page, show me where I would read next.	8.
9. Can you show me one letter on the page?	9.
10. Can you show me one word on the page?	10.
11. Can you show me a sentence on the page?	11.
12. Can you tell me what reading is?	12.
13. Have you heard people talk about spelling? Can you tell me what they are talking about?	13.

Module: II, 4P, 1 Modular Credit ____

Title: Language Development—Syntax and Semantics

Rationale: Same as II, 4C, 3

Objective: Given a learner or small groups of learners, teach two activities to develop their syntactic or semantic competence.

Learning Alternatives:

1. Module II, 4C, 2
2. ______

Indicator: Teachers signature on lesson plan, and your evaluation of success of lesson.

Evaluation: Indication of learning by children. Active participation of children in lesson.

Module: II, 4P, 2 Modular Credit ____

Title: Kids talk what they hear.

Rationale: Children form their own rules about language, using the language they hear as the "data" for their decisions about how to better communicate.

Objective: Given three situations in which children are presented with different language content, analyze the differences.

Learning Alternatives:

1. Listen to three of the following:
   - a) an hour of Sesame Street,
   - b) a first grade teacher talking to her class (½ hour),
   - c) a family dinner conversation including a 3 to 7 year old child,
   - d) pre-school story hour at the library,
   - e) an hour of Saturday morning cartoons,
   - f) children playing together in nursery school or at school recess.
2. ________

Indicator: A list of at least five differences in the kind of language children are exposed to in three situations observed.

Evaluation: Attention to stylistic and content differences, amount of repetition, chance for the child to participate, chance for the child to be corrected/responded to.

Competency 5: Reading specialists know word analysis techniques and have a variety of methods to teach these skills.

Module: II, 5C, 1 Modular Credit _____

Title: Word Analysis—Content

Rationale: When a reader encounters a word he does not immediately recognize, he must have some strategies available to determine what the word is. To be able to help teach these strategies, the teacher must also have a grasp of "phonics".

Objective: Given an objective test of phonic principles, respond at an appropriate level.

Learning Alternatives:

1. Read: Heilman, A.W., Phonics in Proper Perspective, Merrill, 1964 Chapters 1 - 3; Durkin, Delores, Teaching Them to Read, Allyn and Bacon, 1974, chapters 10 and 12; Durkin, Delores, Phonics, Linguistics and Reading, Teachers College Press, Columbia, 1972; Wilson, R.M., and Hall, M., Programmed Word Attack for Teachers, Charles E. Merrill, 1974
2. Observe phonics instruction in a first and second grade classroom.
3. Read: Schell, Leo M., Fundamentals of Decoding for Teachers, Rand Mc Nally, Chicago, 1975
4. __________

Indicator: Enclosed objective test completed.

Evaluation: 95% correct on test.

OBJECTIVE TEST

WORD ANALYSIS SKILLS

I. LONG AND SHORT VOWEL SOUNDS

A. Circle all the words below that begin with a long vowel sound:

eager
index
uncle
article
illness
agent
item
usual
unusual
order
exactly
industry
offered
umpire
open
auto
ago
age

B. Circle all the words below that begin with a short vowel sound:

afterward
awkward
urgent
umpire
ark
owl
eastern
icicle
opposite
arise
over
increase
irk
effort
election
index
article
order

II. HARD AND SOFT SOUNDS OF G

A. Circle all the words below that begin with the "soft" sound of g:

gypsy
gentle
grant
game
gone
germ

B. Circle all the words below that begin with the "hard" sound of g:

gallon
gelatin
general
gang
good
gym

C. When does g usually have the "soft" sound?

D. When does g usually have the "hard" sound?

III. HARD AND SOFT SOUNDS OF C

A. Circle all the words below that begin with the "soft" sound of c:

cord
cement
cyprus
came
cab
cut

B. Circle all the words below that begin with the "hard" sound of c:

came
cork
come
civil
cell
comb

C. When does c usually have the "soft" sound of c?

D. When does c usually have the "hard" sound of c?

IV. SOUNDS OF Y

The letter *y* is usually a consonant (such as in *yes* and *yellow*), but sometimes *y* has a vowel sound. The vowel sound which *y* sometimes has is affected by certain factors within the word in which it appears.

Check the correct answer below, and then write the reason for your choice.

A. If *efsy* were a word, the letter *y* would probably have the sound of:

1. *i* as in *if* ________
2. *i* as in *isle* ________
3. *e* as in *end* ________
4. *e* as in *each* ________

Why would the letter *y* probably have this sound?

B. If *sym* were a word, the letter *y* would probably have the sound of?

1. *i* as in *if* ________
2. *i* as in *isle* ________
3. *e* as in *end* ________
4. *e* as in *each* ________

Why would the letter *y* probably have this sound?

C. If *gry* were a word, the letter *y* would probably have the sound of:

1. *i* as in *if* ________
2. *i* as in *isle* ________
3. *e* as in *end* ________
4. *e* as in *each* ________

Why would the letter *y* probably have this sound?

V. SOUNDS OF X

The letter *x* can have any one of three different sounds. Write three words that contain the letter *x*. Make sure that the sound of *x* is different in each of the three words.

VI. SOUND OF QU

In American English the letter *q* is always followed by *u*. *Qu* can have one of two different sounds. Write two words that contain *qu*. Make sure that the sound of *qu* is *different* in each of the two words.

VII. SOUNDS OF OO

Two adjacent o's that occur within a syllable in a word (such as *crooked*) usually have one of two sounds. We call one of these sounds the "long, double-*o*" sound, and we call the other sound the "short double-*o*" sound.

A. Circle all of the words below that have the "long double-o" sound:

ooze
stood

hood
soon

shoot
foot

B. Circle all of the words below that have the "short double-o" sound:

crook
stood

boot
hood

moon
book

VIII. CONSONANT DIGRAPHS

A. Find ten words below that contain a consonant digraph. Underline the two letters that make a digraph in each of those ten words.

touch
black
street
fashion
when
shine

twin
wrote
thin
rough
bring
chord

claim
phone
plow
train
machine
where

B. Define a consonant digraph.

IX. DIPHTHONGS

A. Find six words below that contain a diphthong. Underline the two letters that make a diphthong in each of those six words.

teach
saw
boil
learn
coast
boy
piece

cow
receive
couch
weight
feet
built
said

repay
toy
steak
claim
loud
cries
break

B. Define a diphthong.

X. GENERALIZATIONS

A. If bain were a word, the letter a would probably

1. have the sound of a as in ale ______
2. have the sound of a as in add ______
3. have the sound of a as in arm ______
4. be silent ______

State the generalization that applies to the question.

The letter i in the word bain would probably

1. have the sound of a as in ale ________
2. have the sound of a as in add ________
3. have the sound of a as in arm ________
4. be silent ________

State the generalization that applies to the above question.

B. If ake were a word, the letter a would probably

1. have the sound of a as in ale ________
2. have the sound of a as in add ________
3. have the sound of a as in arm ________
4. be silent ________

The letter e in the above word would probably

1. have the sound of e as in eve ________
2. have the sound of e as in here ________
3. have the sound of e as in end ________
4. be silent ________

State the generalization that applies to the above two questions.

C. If ak were a word or a syllable in a word, the letter a would probably

1. have the sound of a as in ale ________
2. have the sound of a as in add ________
3. have the sound of a as in arm ________
4. be silent ________

State the generalization that applies to this question.

D. If ka were a word or a syllable in a word, the letter a would probably

1. have the sound of a as in ale ________
2. have the sound of a as in add ________
3. have the sound of a as in arm ________
4 be silent ________

State the generalization that applies to this question.

E. If efgan were a word, where would you divide the word into syllables?

e f g a n

State the generalization that applies to this question.

F. If bikel were a word, where would you divide the word into syllables?

b i k e l

State the generalization that applies to this question.

G. If gunkle were a word, where would you divide the word into syllables?

g u n k l e

State the generalization that applies to this question.

PHONIC TRANSCRIPTION

In column one write the English word for each; in column two write the phonic transcription for each word.

I	II
boi	bait
wāst	blend
plou	hook
mā	tool
fēd	suite
līt	fern
kôf	hold
stŏpt	around
hăv	bear
gāj	batter
thĭmb'l	happy
ĕgzăkt	balloon
fŏks	stair
sĭtĭ	jolly
hôl	gym
chärj	gypsy
tül	agent
sûr	cyprus
bŭz	come
târ	comb
kru̇k	gene
flŭd	rough
härt	cow

Module: II, 5C, 2 Modular Credit ______

Title: Word Analysis: Phonics teaching from Basal Readers

Rationale: Basal readers are the most popular source of reading material in today's schools, and although they are not the only answer, they can be a good source of teaching ideas for a beginning teacher. Their treatment and sequencing of phonics skills is not, however, consistent across series.

Objective: Given three basal reader series, identify and analyze the phonics skills introduced in them.

Learning Alternatives:

1. Chart (enclosed)
2. Pre-primer through third grade teacher's manuals for any three of the following series: Ginn, Harper and Row, Houghton Mifflin, Harcourt Brace, Macmillan, American, Lyons and Carnahan, Holt, Scott Foresman.
3. Lecture on word analysis.
4. ______

Indicator: completed chart.

Evaluation: Accuracy and completeness of chart.

II, 5C, 2

Name______________________________

Basal Titles:

Series 1:_________________________
Series 2:_________________________
Series 3:_________________________

Directions: In the teachers manuals for each series, find the page number where each skill is introduced. Then indicate with numbers the order of the skills within that series. Looking at the numbers, indicate with A, B, and C the order across series for the introduction of each skill.

Skill	Series 1	Series 2	Series 3
Level A			
1. Counts syllables.			
2. Supplies words.			
3. Recognizes rhyming words.			
4. Discriminates among initial consonant sounds.			
5. Discriminates among initial vowel sounds.			
6. Matches identical words and phrases.			
Level B			
1. Identifies characteristics of vowels and consonants.			
2. Discriminates among vowel sounds in one-syllable words.			
3. Recognizes word boundaries.			
4. Recognizes importance of letter sequence in words.			
5. Associates consonant sounds with consonant letters.			
6. Uses initial consonant and context clues to word meaning.			
7. Synthesizes oral work parts of known words into whole words.			
8. Uses consonant substitution plus known word parts in forming new words.			

II, 5C, 2 cont'd.

Skill	Series 1	Series 2	Series 3
9. Associates sounds with symbols for consonant digraphs.			
10. Associates sounds with symbols for vowel digraphs.			
11. Recognizes consonant blends as single pronunciation unit.			
12. Recognizes final silent e vowel generalizations.			
13. Recognizes vowel plus r, a plus l, a plus w.			
14. Recognizes phoneme-grapheme correspondences do not follow one-to-one relationship.			
Level C			
1. Recognizes "silent letters" in words.			
2. Recognizes sounds of common diphthongs.			
3. Applies closed syllable/short vowel generalization.			
4. Applies open syllable/long vowel generalization.			
5. Applies hard and soft c and g generalizations.			
Level D			
1. Uses schwa sound.			
2. Notes effect of accent on vowel sounds.			

Module: II, 5C, 3 Modular Credit ____

Title: Word Analysis: Structural Analysis in Basals

Rationale: As basal readers do not always agree in the order in which they introduce phonics skills, there is often even wider disagreement in terms of the other structural analysis skills that are taught. Some may not be included in one series, while another may devote an entire lesson to it.

Objective: Given three basal reader series, identify and analyze the structural analysis skills introduced in them.

Learning Alternatives:

1. Chart (enclosed)
2. Pre-primer through third grade teacher's manuals for any three of the following series: Ginn, Harper and Row, Houghton-Mifflin, Harcourt Brace, Macmillan, American, Lyons and Carnahan, Holt, Scott Foresman.
3. Lecture on Word Analysis.
4. ____

Indicator: Completed chart.

Evaluation: Accuracy and completeness of chart.

Name________________________

Basal Titles:

Series 1:____________________
Series 2:____________________
Series 3:____________________

Directions: In the teachers' manuals for each series, find the page number where each skill is introduced. Then idnicate with numbers the order of the skills within that series. Looking at the numbers, indicate with A, B, and C the order across series for the introduction of each skill.

Skill	Series 1	Series 2	Series 3
Level A			
1. Supplies missing word.			
2. Discriminates and matches letter forms.			
3. Reproduces orally names of letters.			
4. Writes letter forms.			
5. Arranges the letters in order.			
6. Locates entries in dictionaries.			
Level B			
1. Recognizes number of syllables.			
2. Breaks compound word into known sight word.			
3. Identifies root words.			
4. Recognizes meaning shift brought about in inflected forms of words.			
5. Identifies accented syllable.			
6. Recognizes common affixes.			
7. Recognizes meaning shift in simple derived words.			
8. Identifies parts of contactions and function of apostrophe.			
9. Alphabetizes by one or two letters.			
10. Locates entries in dictionaries.			

Skill	Series 1	Series 2	Series 3
Level C			
1. Divides polysyllabic words into syllables.			
2. Preserves integrity of digraphs, blends, and r-controlled vowels in syllabication			
3. Recognizes root words.			
4. Changes y to i before adding -ing or -ed to word ending in consonant -y.			
5. Drops final silent e before adding -ing or ed.			
6. Identifies known roots in derived forms of words.			
7. Uses knowledge of affixes, endings, and phonic analysis to decode visually unknown words.			
8. Divides words into syllables using final -le principle.			
9. Alphabetizes by three or more letters.			
10. Opens dictionary efficiently.			
11. Uses guide words to locate entries in the dictionary.			
12. Selects correct definition from two alternatives.			
13. Interprets simple diacritical markings in pronunciation.			
14. Decides correct entry word when root has one or more affixes or endings.			
15. Interprets accent marks			

Skill	Series 1	Series 2	Series 3
Level D			
1. Applies appropriate structural analysis, phonic, and context clues to decode visually unknown word.			
2. Accents, as a rule, first syllable of two-syllable words.			
3. Accents, as a rule, the root in derived words.			
4. Recognizes irregular plurals.			
5. Demonstrates use of primary and secondary accent in pronouncing words.			

Module: II, 5C, 4 Modular Credit _____

Title: Word Analysis—Useful phonic generalizations

Rationale: One of the principles of phonics instruction is that knowing the rules will facilitate learning to read. This sometimes gets extended to "the more rules you know, the better you can read", which is not always the case. Some phonics rules are relatively useless in terms of the kinds of words children are learning in first and second grades.

Objective: Given the workbook and teacher's manual from a basal series, analyze the phonics rules taught according to Clymer's list of useful generalizations and identify which exercise and activities you would use with children.

Learning Alternatives:

1. Emans, R. and Harms, J., "The Usefulness of Linguistically-based Word Generalizations", Reading World, 13, October, 1973, pp. 13-21
2. Bailey, Mildred Hart, "The Utility of Phonic Generalizations", Guides 1 - 6, Reading Teacher, 20, Feb. 1967, pp. 413-18
3. Workbooks and teacher's manual from any published basal series.
4. Lecture on phonics and reading.
5. _______

Indicator: List of exercises justified by Clymer's list.

Evaluation: Correct identification of skill being taught in each lesson, valid justification for inclusion of exercises.

Module: II, 5C, 5 Modular Credit ____

Title: Word Analysis—Teaching Alternatives

Rationale: Other modules in this competency have involved examining basal reader series, workbooks, developing games and using the discovery technique. Here's a chance to bring some of these together.

Objective: Given a list of word analysis skills, select ten and describe three alternative methods for teaching each one. (basal lesson citation, description of dittos you could use, games, lesson plans)

Learning Alternatives:

1. see Modules II, 5C, 2-7
2. ____

Indicator: Card with the alternatives for each skill.

Evaluation: Aimed at specific skill—affective considerations noted.

Module: II, 5P, 1 Modular Credit ____

Title: Word Analysis—Developing games

Rationale: Word analysis rules are boring to memorize. They can be learned, however, through application in games—which can be fun.

Objective: Given a list of phonics skills, develop six games to teach two of the skills.

Learning Alternatives:

1. Read: Herr, Selma E., Learning Activities for Reading, Dubuque, Iowa, Wm. Brown; 1970, SPICE, Educational Service, Inc. 1960; Durkin, Delores, Teaching Them to Read, Allyn and Bacon, 1973, chapter 11; Waynant, L., and Wilson, R., Learning Centers, Instructo Corp.,
2. Workshop on games.
3. Videotape demonstration.
4. ________

Indicator: Six completed games to teach two word analysis skills.

Evaluation: Durability, ease of directions, feedback included,(examples)do all games teach the skills?, appeal to children, involvement of children.

Module: II, 5P, 2 Modular Credit _____

Title: Word Analysis—Teaching with games

Rationale: As with almost everything involved in teaching—you can't alway second guess the learners! A word analysis game is only good if children enjoy playing it and learn from it.

Objective: Given three learners who have not mastered a specific skill, teach the skill using the games developed in Module II, 5P, 1

Learning Alternatives:

1. Module II, 5P, 1
2. Observation in classroom of children using commercial games.
3. _______

Indicator: Pre-test that children did not know skill; description of use of game; Post-test on the same skill.

Evaluation: 75% correct on post-test by the learners involved.

Module: II, 5P, 3 Modular Credit ____

Title: Word Analysis—Teaching through the discovery method

Rationale: Teaching, at its best, is facilitating learning—helping children discover facts, rules, concepts which they didn't know before. This kind of learning can be included in reading instruction.

Objective: Given a group of learners who have not mastered a word analysis skill, use the discovery technique to help them acquire it.

Learning Alternatives:

1. Read Wilson and Hall, Reading and the Elementary School Child, Van Nostrand-Reinhold Co., 1972, pp. 160-163; 250-253
2. Lecture on teaching word analysis skills.
3. Videotape
4. ______

Indicator:

1. Lesson plan for discovery lesson.
2. Pre-test of children's knowledge of the skill.
3. Post-test after the lesson
4. Your evaluation of the lesson

Evaluation: 75% correct on the post test, or an explanation of why the discovery technique was not successful.

Module: II, 5P, 4 Modular Credit _____

Title: Word Analysis—Implementing the alternatives

Rationale: Now that you have your thirty possible lessons, try some of them out!

Objective: Given a group of learners, identify three skills which they have not mastered and try out your alternative lessons for each skill until mastery is achieved or all three alternatives have been tried.

Learning Alternatives:

Set of alternatives developed for II, 5P, 3

Indicator: One page paper describing the effectiveness of each of the techniques.

Evaluation: Clear objectives, children's response evaluated in terms of cognitive and affective utility.

Competency 6: Reading specialists can develop comprehension skills from the beginning stages of reading.

Module: II, 6C, 1 Modular Credit ____

Title: Comprehension—Sight Vocabulary development

Rationale: Sight vocabulary is the term used to describe words which a reader recognizes instantly without having to stop and analyze it and its context. This is the first step in comprehension—attaching meaning to written symbols with enough speed that the message is understood.

Objective: Given a group of non-readers, develop three activities to teach them each five words.

Learning Alternatives:

1. De Boer, John and Dallman, Martha, The Teaching of Reading, Holt, Rinehart and Winston, part 5.
2. Durkin, Delores, Teaching Them to Read, Allyn and Bacon, 1973, chapter 8
3. Observation in a first grade or kindergarten classroom.
4. ________

Indicator: A description of the three activities to teach sight vocabulary.

Evaluation: Do not include word analysis practice, attention to visual and meaning aspects.

Module: II, 6C, 2 Modular Credit ____

Title: Comprehension—Questioning strategies

Rationale: How do you know if you understand what you read? Well, someone asks me some questions, and if I can answer them, I guess I understand.

Objective: Given a story from a basal reader, develop six questions to assess comprehension of the story.

Learning Alternatives:

1. Read: Sander, N., Classroom Questions, Harper and Row, 1966; Durkin, Delores, Teaching Them to Read, Allyn and Bacon, 1973, chapter 14
2. Lecture on questioning and comprehension.
3. Observation in classrooms.
4. ________

Indicator: Story with six questions.

Evaluation: At least three levels of questioning will be included.

Module: II, 6P, 1 Modular Credit _____

Title: Comprehension—Teaching sight vocabulary

Rationale: "Here's my idea for a sight vocabulary lesson."

"Sounds good, but will it work?"

"Oh."

Objective: Given five non-readers and three alternative methods to teach them five words, try out one ot three of the methods, depending on the success.

Learning Alternatives:

See Module II, 6C, 1

Indicator: A lesson plan, including pre-testing, description of the activities, your evaluation of the success and post-testing.

Evaluation: Post-testing and teaching must include immediate recognition.

Module: II, 6P, 2 Modular Credit ____

Title: Comprehension—Learning from children's questions

Rationale: One way to assess children's understanding of a passage is to listen to the kinds of questions they ask. Rarely will a child ask a question which he doesn't know the answer to, but he may try to ask "difficult" questions to stump you or his friends.

Objective: Given a story and a group of readers, list the questions they ask each other after reading the story.

Learning Alternatives:

1. Lecture on comprehension
2. Reading for II, 6C, 2
3. ____

Indicator: List of the questions the children asked each other, and analysis of how they are different or similar to questions you might have asked.

Evaluation: Criticism of children's questions, evidence of learning.

Module: II, 6P, 3 Modular Credit ____

Title: Comprehension, Using children's judgment

Rationale: When you read something, you probably don't remember every detail. Instead you remember what was important to you, and enough facts to support your contention that that was important. Kids can learn this way, too.

Objective: Given a group of readers, evaluate their comprehension of a story by asking them what was important and why.

Learning Alternatives:

1. Read: Wilson, R. M., "Comprehension and Diagnosis—Continuing to Look at Comprehension", Reading World, Vol. XIV, #2, Dec. 1974, pp. 129-131
2. Lecture on comprehension
3. Videotape of reading lesson.
4. ________

Indicator: List of children's points and your evaluation of any important aspects of the story not covered by the children's responses.

Evaluation: Every child was able to identify at least one important thing he learned from his reading.

Competency 7: Reading specialists are acquainted with a variety of published materials for beginning reading instruction, the approaches they represent and can use them in classrooms.

Module: II, 7C, 1 Modular Credit _____

Title: Beginning reading approaches

Rationale: The student should have an overview and kowledge of a variety of different approaches to beginning reading.

Objective: Given various approaches to beginning reading instruction, write a short paper defining, identifying materials and discussing the strengths and weaknesses of four approaches.

Learning Alternatives:

1. Lecture on beginning reading approaches.
2. Aukerman, Approaches to Beginning Reading, Wiley and Sons, 197 ; Do You Read Me?, National Instructional Television Center, Bloomington, Ind., chapters 2, 3, 5, 6, 10, 14, and 15; Wittick, Mildred, "Innovations in Reading Instruction: For Beginners", in Robinson, Helen, 67th NSSE Yearbook; Innovation and Change in Reading Instruction, NSSE, 1968, part 2, pp. 72-125.
3. Examination of basal readers
4. Observation in classrooms
5. _____

Indicator: two page paper

Evaluation: Completeness, identification of similarities and differences among the approaches.

Module: II, 7E, 1 Modular Credit ____

Title: Beginning Reading approaches

Rationale: One way to test your understanding of anything is to have to argue it in front of a group.

Objective: Given an approach to beginning reading, defend it in a discussion with proponents of other approaches.

Learning Alternatives:

Same as II, 7C, 1

Indicator: Signatures of other participants in the discussion.

Evaluation:

Module: II, 7E, 2 Modular Credit ____

Title: Approaches to beginning reading

Rationale: One of the things publishers try very hard to do is to sell their materials, and this includes making them sound as attractive as possible. But all teachers are not all equally successful with all methods.

Objective: Given a group of elementary school teachers, interview at least five of them about why they like or do not like the materials they are using.

Learning Alternatives:

See Module II, 7C, 1

Indicator: List of books teachers are using with an indication of which seemed to be the best liked.

Evaluation:

Module: II, 7E, 3 Modular Credit ____

Title: Affective component of beginning reading approaches.

Rationale: Kids who enjoy learning to read are going to learn to read more than kids who don't.

Objective: Given teachers using various approaches to beginning reading in classrooms, observe the children during reading lessons and evaluate their attitude toward reading by observation and questions.

Learning Alternatives:

Indicator: Short paper describing the children's reactions to the three approaches.

Evaluation: Paper should emphasize affect, attitude, number of smiles, etc. rather than specific skills learned.

Competency 8: Reading specialists are acquainted with language experience and individualized approaches to beginning reading.

Module: II, 8C, 1 Modular Credit ____

Title: Language Experience Approach

Rationale: The language experience approach to beginning reading utilizes materials children write themselves after an activity. It has the potential to create positive attitudes, use the children's own language, and aid comprehension development.

Objective: Given the topic, making popcorn, outline the elements in a language experience lesson using this activity.

Learning Alternatives:

1. Lecture on beginning reading approaches.
2. Hall, Maryann, Teaching Reading as a Language Experience, Merrill, 1970
3. Lee, D. M., and Van Allen, R., Learning to Read Through Experience, Appleton-Century-Crofts, 1963
4. Observation of language experience approach lesson in the school.
5. Videotape of a language experience lesson.
6. ________

Indicator: Paper describing lesson.

Evaluation: Inclusion of four major components of Language Experience Approach activities.

Module: II, 8C, 2 Modular Credit ____

Title: Record keeping in individualized and language experience approaches.

Rationale: Record keeping can be the most difficult part of non-basal approaches to beginning reading. It takes thought, planning and practice to keep track of where all the children are.

Objective: Given descriptions of individualized and language experience programs, devise two charts to be used to keep track of the progress of each individual child and the progress of the class as a whole.

Learning Alternatives:

1. Readings from Modules II, 8C, 1 and II, 8P, 3
2. Lecture on beginning reading approaches.
3. __________

Indicator: The two charts and a paper explaining how they would be used.

Evaluation: Appropriateness, completeness and ease of using the charts.

Module: II, 8P, 1 Modular Credit____

Title: Teaching a Language Experience Lesson

Rationale: Learning by doing is a constant theme.

Objective: Given a group of children, plan and execute a language experience lesson with them.

Learning Alternatives:

1. See Module II, 8C, 1
2. ________

Indicator: Lesson plan for the lesson, including your evaluation of its effectiveness, in terms of children's attitudes and amount of learning.

Evaluation:

1. Appropriateness of the experience,
2. Adequate discussion,
3. Student's participation in writing,
4. Student's participation in reading.

Module: II, 8P, 2 Modular Credit _____

Title: Skill development in the language experience approach.

Rationale: The language experience approach requires that the teacher provide the word analysis skill development necessary, using words the children are acquiring from their stories.

Objective: Given a language experience story done by a group, do a follow-up activity to introduce two appropriate word analysis skills.

Learning Alternatives:

1. See II, 8C, 1
2. ________

Indicator: Lesson plan for skill development follow-up, including pre-test and post-test information.

Evaluation: Appropriateness of skill; utility of lesson.

Module: II, 8P, 3 Modular Credit ____

Title: Individualized reading

Rationale: "Reading is books and what you do with them. I don't like to read school books because you have to. I like books I pick out, but we never get to read the ones we really like." (4th grader) Individualized reading programs are a response to this complaint.

Objective: Given five children, implement an individualized reading program for them and continue it for three weeks.

Learning Alternatives:

1. Read: Sartain, Harry, "Organizational Patterns of Schools and Classrooms for Reading", in 67th NSSE Yearbook, Innovation and Change in Reading Instruction, Helen M. Robinson, Editor, NSSE, 1968, pp. 195-236; Do You Read Me?, National Instructional Television Center, Chapter 9; Veatch, J., Reading in the Elementary School, Ronald Press, 1966, chapters 6 and 7; Ruddell, Robert, Reading-Language Instruction: Innovative Practices, Prentice-Hall, 1974, chapter 15; Ramsey, W., "Organizing for Individual Differences", Perspectives in Reading, No. 9, IRA, 1967
2. Observe a classroom where an individualized program is used.
3. Lecture on approaches to beginning reading.
4. ________

Indicator: List of books chosen by children, your evaluation of their reading skill and comprehension development, and a pre-and post-assessment of their attitudes toward reading.

Evaluation: Attention to skill development, comprehension and affect.

Competency 9: READING SPECIALISTS ARE ACQUAINTED WITH A NUMBER OF MANAGEMENT SYSTEMS.

Module II, 9C, 1 Modular Credit__________

Title: Management Systems

Rationale: Classroom management of instruction is an area that teachers for years have left up to the book or the test so that when a person asks, "How is Mary reading?", the answer is, "Oh, she's in Book Four," or "She scored grade 4, third month on our standardized test." With a structured management system, the classroom teacher can know what skills and abilities the children know or have and what they don't know or have.

Objective: Given a variety of management systems, learn one in detail and describe the essential elements in a short paper, including the titles of five you decided not to investigate.

Learning Alternatives:

1. SARI (Systematic Approach to Reading Improvement), Phi Delta Kappa, 8th and Union Streets, Bloomington, Ind., 47401.
2. Duffy, Gerald G., and Sherman, George, Systematic Reading Instruction, Harper and Row, 1972.
3. Wisconsin Design for Reading Skill Development, University of Wisconsin, 1972.
4. Otto, Chester, McNeil, Myers, Focused Reading Instruction, Chapter 11, "Organizing Learning Situations for Individual Differences," 223-256, Addison-Wesley, 1974.
5. Systems made up by state departments or city reading departments (for example: Target in Grand Rapids, MI)
6. Project PLAN.
7. Workshop Way
8. ____________

Indicator: Two or three page paper

Evaluation: At least five elements of the program should be included such as number of skills, pre and post tests, instruction, manuals, addresses, costs, publications, authors.

Module II, 9C, 2 Modular Credit ________

Title: Management Systems - A Critique

Rationale: Many people feel that management systems are bad because they have not been "validated", meaning no one knows if they "really work". The answer to these critics has been, "some system is better than no system." It is important to be familiar with the pros and cons of "systems".

Objective: Given management systems and the articles about them, read at least three and report the pros and cons in a two page paper.

Learning Alternatives:

1. Pearson, David, "Has SARI Been Validated", *Phi Delta Kappan*, September, 1974, p. 89.
2. Johnson, Dale and Pearson, David, "Skills Management Systems: A Critique," *The Reading Teacher*, May 1975, p. 757.
3. Durkin, Dolores, "Some Questions about Questionable Instructional Materials", *The ReadingTeacher*, October, 1974, pp. 13-17.
4. ________________

Indicator: Two page paper

Evaluation: At least four arguments should be cited.

Module II, 9P, 1 Modular Credit__________

Title: Management Systems - in the Field

Rationale: Management systems are best understood when they are seen in action in a classroom.

Objective: Given management systems in school classrooms, visit at least three different implementation sites and report on their likenesses and differences in a one page paper.

Learning Alternatives:

1. Local school systems.
2. Video tapes of various management systems in action.
3. __________

Indicator: Paper

Evaluation: The paper should compare and contrast at least five variables. (see II, 9C, 1)

Competency 10: READING SPECIALISTS ARE ACQUAINTED WITH SEVERAL CLASSROOM GROUPING PROCEDURES FOR READING INSTRUCTION

Module II, 10C, 1 Modular Credit________

Title: Understanding grouping plans

Rationale: Traditionally a classroom is organized with three reading groups. Why? What are some alternatives?

Objective: Given readings on grouping alternatives, write a two page paper, citing the advantages and disadvantages of three types of classroom grouping procedures (not including individualized reading).

Learning Alternatives:

1. Sartain, Harry, "Organizational Patterns of Schools and Classrooms for Reading Instruction", in Robinson Helen, ed., Yearbook "Innovation and Change"in Reading Instruction, NSSE, 1968, pp. 195-236.
2. Clymer, T., "The Structured Reading Program" in Harris A. and Sipay, E., Readings on Reading Instruction, David McKay 1972, pp. 159-63.
3. Goodlad, J.I. et. al. "'Reading Levels' replace grades in the Non-graded plan" in Harris and Sipay, op. cit. pp. 176-180.
4. Lecture on classroom management.
5. Observation in schools of various grouping plans.

Indicator: Two page paper

Evaluation:

Module II, 10C, 2 Modular Credit______________

Title: Grouping for Specific Purposes

Rationale: The traditional elementary school classroom has three reading groups and spends most of the rest of the time operating as a whole class. Logically, however, one must realize that the appropriate size and nature of a group depends on the purpose of the group.

Objective: Given a list of purposes for grouping children, identify an appropriate grouping procedure.

Learning Alternatives:

1. Reading for Module II, 10C, 1, plus Gambrell, Linda and Wilson, Robert, Focusing on Strengths, Fearon, 1973, Chapter 5.
2. Lecture on classroom management and grouping.
3. Observation in schools
4. ______________

Indicator: Response to enclosed sheet of purposes for grouping children.

Evaluation: Size of group and criterion for inclusion in the group identified for each purpose.

WORKSHEET FOR MODULE II, 10C, 2

Purposes for Grouping

You are a classroom teacher, and below are listed some of the objectives for the next two weeks concerning reading and language arts. How might you best divide the class to accomplish these objectives? What are the criteria for inclusion in each group? That is, specifically, how would you decide which children went into which group?

1. Skill development of ability to use context clues in simple sentences.
2. Do the workbook sheets on contractions.
3. Spend two hours reading library books.
4. Read background material, write and act in a short play on Revolutionary War in America.
5. Spelling, using words from the basal readers.
6. Comprehension checks on the next two stories in each basal.

Module II, 10C, 3 Modular Credit___________

Title: Grouping in Pairs

Rationale: The smallest groups are really individuals, and the next smallest are pairs of students working together for various purposes -- helping each other learn or teaching each other. Grouping by twos in a classroom can help a teacher accomplish a variety of objectives.

Objective: Given a list of children, identify the various pairs which could be made to accomplish specific learning purposes.

Learning Alternatives:

See Module II, 10C, 2

Indicator: Response on enclosed list of children's descriptions.

Evaluation:

Module II, 10C, 4 Modular Credit__________

Title: Oral Reading Groups

Rationale: "What is reading?"

"Saying the words out loud and the teacher correcting your mistakes. I don't like it."

When and why and how should group oral reading be done in an early elementary school classroom?

Objective: Given the above question, write a one page paper responding to it.

Learning Alternatives:

1. Durkin, Delores, Teaching Them To Read, Allyn and Bacon: 1974, Chapter 4, pp. 83-104.
2. Bliesmer, Emery P. "Toward more purposeful oral reading" in Education, May, 1959, pp. 547-50.
3. Observe and question children in first and second grade classrooms about oral reading.
4. Observe and question first and second grade teachers about oral reading.
5. Lecture on classroom management.
6. __________

Indicator: A one page paper.

Evaluation: Inclusions of appropriate purposes for oral reading and three ways to vary its role in reading groups.

Module II, 10P, 1 Modular Credit_________

Title: Children Group Themselves

Rationale: If your professor asked you to choose someone to work with you on a specific project, you probably wouldn't have much trouble identifying the people you would want to work with. The same thing is true about children.

Objective: Given a group of 8-10 children, elicit responses to how they would group themselves:

a. to study spelling words
b. to write a social studies report (be specific about the topic)
c. to talk about books they have read
d. to make popcorn
e. to do a project you think up

Learning Alternatives:

1. Observation in the class
2. Lecture on classroom management
3. Readings from Module II, 10C, 2
4. Discussions with classroom teacher about children's strengths and weaknesses
5. __________________

Indicator: Two page paper describing the children, how they grouped themselves for each task, including the names of the members of the groups and the criteria the children used to form the groups.

Evaluation: Criteria for the groups clearly indicated, all alternatives covered, some evidence of shifting of composition according to purpose.

Module II, 10P, 2 Modular Credit____________

Title: Teachers Group Children

Rationale: In almost any school you find teachers using varying grouping strategies for various tasks--and fitting their own teaching styles.

Objective: Given observation periods in six classrooms, identify the grouping procedures used by each teacher observed.

Learning Alternatives:

1. Lecture on classroom management
2. Six observation periods
3. ____________

Indicator: Two page paper indicating for each teacher observed:

a. the number of groups
b. the stability of the groups
c. the flexibility of the grouping
d. any variations according to purposes

Evaluation: All areas included in the paper

Module II, 10P, 3 Modular Credit________

Title: Oral Reading in Real Life

Rationale: Much of the time spent "reading" in elementary school classrooms is spent in oral reading. What is the real life value of being able to read orally?

Objective: Through interviews with five of your peers collect information on their oral reading ability and its value in their lives.

Learning Alternatives:

1. Readings: Module II, 10C, 4
2. Interview schedule
3. Lecture on classroom management
4. ______________

Indicator: Completed interview schedules on five classmates and a half page evaluation of the role of oral reading in "real life".

Evaluation: Completed sheets and accuracy of conclusions.

Interview Schedule Module II, 10P, 3

1. Give each friend a copy of Curious George or a similar level children's book, and ask him to read two pages aloud. Observe the number of hesitations, pauses, mis-readings and self corrections.

2. Ask each friend:
   a. When was the last time you ever read aloud?
   b. Was it to a group of more than three people?
   c. Were you nervous when I asked you to read to me now?
   d. Can you imagine two situations in the next five years when you will need to read orally?

Module II, 10E, 1 Modular Credit________

Title: Who Can I Work With?

Rationale: Although a lot of learning takes place independently, a lot is also done in conjunction with others. How aware are you of how you would like to be "grouped"?

Objective: Given a set of five hypothetical learning situations, consider your reactions:

a. being paired with someone that is least capable of meeting that objective
b. being paired with someone that you know is most capable of meeting that objective
c. being in a group of people close to your ability
d. being with people you would choose to work with in that situation.

Learning Alternatives:

1. List of situations and objectives
2. Lecture on classroom management
3. Discussions with friends
4. ______________

Indicator:

Evaluation:

Worksheet, II, 10E, 1

Learning Situations

1. Library research project to find and analyze six articles on causes of reading problems.
2. A public relations project to sell tickets to a charity benefit.
3. A confrontation with the chairman of the department about a professor who grades unfairly.
4. Team teaching a class of first graders, covering basic readiness skills.
5. Fixing a broken power lawn mower.

Module II, 10E, 2 Modular Credit__________

Title: Children Reading Orally

Rationale: Some teachers may tell you that their children enjoy reading aloud, and some children do. Want to guess which ones?

Objective: Given a "high" and a "low" reading group in a third grade classroom, observe and record the number of fidgety, uncomfortable movements made by:

- a. two children reading orally
- b. two children in line to read next
- c. two children who have finished reading in each group.

Learning Alternatives:

1. Observation in a third grade classroom
2. Videotape of oral reading groups.
3. ____________

Indicator: Your record of the number of uncomfortable movements made by the six children in each group.

Evaluation:

Competency 11: READING SPECIALISTS CAN SUGGEST METHODS OF INTEGRATING THE READING PROGRAM INTO CONTENT AREAS IN THE PRIMARY GRADES.

Module: II, 11C, 1 Modular Credit__________

Title: Reading in the Content Areas for Primary Children

Rationale: Teacher to class: "Today we are going to talk about seeds and how they grow into plants. Now open your science books to page 13, and read what it tells you about seeds."

2nd Grader to himself: "What do you mean, 'read what it tells me'!? I can't even read my reading book and this one doesn't have as many pictures. Who does she think she's kidding?"

Objective: Given readings on reading in the content areas, suggest three ways the teacher might have avoided that child's response.

Learning Alternatives:

1. Durkin, Delores, Teaching Them to Read, Allyn & Bacon: 1974, chapter 15, pp. 439-464.
2. Karlin, Robert, Teaching Elementary Reading, Harcourt, Brace Jovanovich, Inc.: 1975, pp. 19-21.
3. Niles, Olive, "Reading Skills Common to the Content Areas" in Harris, Larry and Smith, Carl, eds., Individualizing Reading Instruction, A Reader, Holt Rinehart & Winston: 1972, 283-294.
4. Fay, Leo, "How can We Develop Reading Study Skills for the Different Curriculum Areas?", in Harris and Smith, op. cit. pp. 295-302.
5. _______________

Indicator: One page paper suggesting three ways the teacher could have avoided the above situation.

Evaluation: Potential of the suggestions for avoiding a similar response.

Module II, 11C, 2

Modular Credit_________

Title: Reading and Arithmetic

Rationale: Often there are children who have reading difficulties but can do very well in math -- until they get to the story problems. If you can't read, you can't read story problems.

Objective: Given a third grade arithmetic book, choose a set of story problems and develop a lesson to identify reading problems, children might have with those problems.

Learning Alternatives:

1. Readings from Module II, 11C, 1
2. Weber, Martha G., "The Demon of Arithmetic - Reading Word Problems", Monograph for Elementary Teachers, #71, Harper and Row, pp. 1-3. (Also in Harris and Sipay, Readings on Reading Instruction, McKay:1972, pp. 302-306
3. See Module II, 5 and 6.
4. ________________

Indicator: A copy of the story plans and your lesson plan fulfilling the objective.

Evaluation: Difficult words and concepts are correctly identified. Diagnostic techniques are included.

Module II, 11P, 1

Modular Credit________

Title: Alternative Instructional Materials

Rationale: So, the science book is too hard for your class. What are your alternatives?

Objective: Given a content area subject of your choice (i.e. a unit on plants for second graders, a third grade unit on the history or your state, etc.) develop a list of ten alternative materials of varied reading levels on that subject.

Learning Alternatives:

1. Spache, George, Good Reading for Poor Readers.
2. Interview your school librarian and/or the children's librarian at the local public library.
3. Observation of the kinds of books children choose from the library.
4. __________

Indicator: List of ten books with an indication of the reading level of each book.

Evaluation: Some means of identifying the level of each book and a range of two grade levels included in the list.

Module II, 11P, 2 Modular Credit____________

Title: Teaching Reading With Arithmetic

Rationale: The best way to evaluate a lesson plan is to see if it works.

Objective: Given the lesson plan developed in Module II, 11C, 2 teach it to an appropriate group of third graders.

Learning Alternatives:

1. Practicing the lesson on peers.
2. Teacher critique of lesson plan before and after teaching.
3. Self-evaluation of lesson's effectiveness

Indicator: Teacher's signature on lesson plan.

Evaluation:

Module II, 11P, 3 Modular Credit________

Title: Comparing Reading Levels of Books

Rationale: One of the reasons that children have trouble with reading in the content areas is that the reading level of content area materials is not as well controlled as it is in basal readers. You can prove this to yourself.

Objective: Given a reader and a third grade reading book, social studies book and a science book, determine the difficulty the child has in reading and understanding each of them.

Learning Alternatives:

1. Betts, Emmett, "Informal Inventories" in Harris, A. and Sipay, E.R., Readings on Reading Instruction, McKay, 1972, pp. 147-151.
2. Lecture on informal assessment of reading problems.
3. Observation in third grade oral reading groups.

Indicator: One page paper describing the degree of difficulty the child encountered in reading short selections from each of the three books.

Evaluation: Indication of the number of errors in each reading and evaluation of the difficulty of the materials.

Module II, 11E, 1 Modular Credit ____________

Title: Reading Instruction Without Basal Readers

Rationale: A sudden lack of funds has hit your school district (the Superintendent took the money and ran off to Brazil) and the school board has decided to eliminate basal readers as a means of saving money. So, you have the task of teaching your students to read without using basal materials.

Objective: Given the above hypothetical situation, speculate about it, and outline the advantages and disadvantages of teaching reading using only content materials.

Learning Alternatives:

1. Modules II, 5 and 6
2. Observation of science and social studies instruction in primary grades.
3. Observation of reading instruction in primary grades.
4. Lecture on reading in the content areas.
5. ____________

Indicator: A list of three possible advantages and disadvantages of this approach.

Evaluation:

Component III

Comprehension

by

Richard Earle

Mc Gill University

Component III

Comprehension and Critical Reading

Competencies:

1. Reading specialists can define comprehension and critical reading in relation to total reading behavior.

2. Reading specialists themselves exhibit effective cognitive strategies in reading.

3. Reading specialists can enlarge and extend the meaning vocabularies of students.

4. Reading specialists use several techniques to improve comprehension of subject matter learning tasks.

5. Reading specialists can teach comprehension skills directly in a diagnostic/prescriptive manner.

COMPONENT III: Comprehension and Critical Reading

Competency 1: Reading specialists can define comprehension/critical reading in relation to total reading behavior.

Module: III, 1E, 1 Modular Credit ____

Title: Specific Reading Skills

Rationale: Cartoon (attached)

Objective: Given a variety of opinions regarding the existence and "uniqueness" of reading skills, formulate a point of view and be prepared to support it.

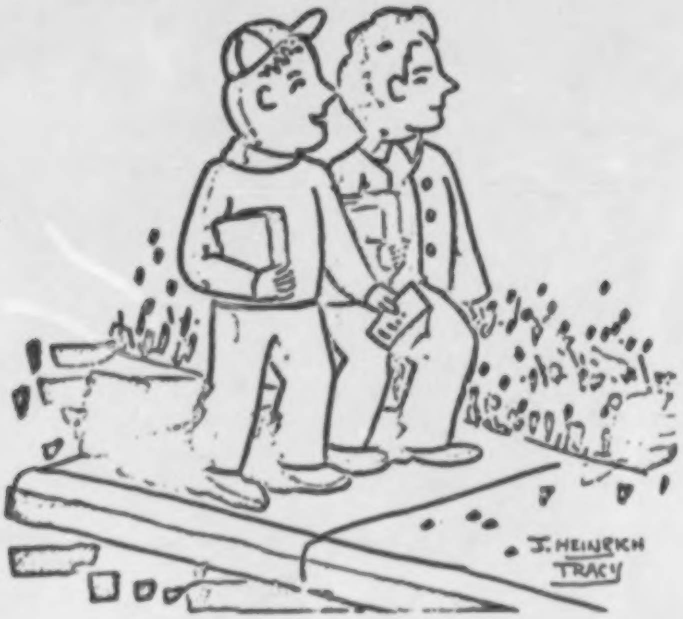
Learning Alternatives:

1. Complete the activity "Why can't we get it together?"
2. Examine various lists of reading skills.
3. Browse through some of the references listed.
4. Ask two different reading specialists to explain what skills are most important to comprehension/critical reading. Compare the lists.
5. ________

Indicator : See also attached Mastery Task sheet (for cognitive purposes).

Discussion with instructor and at least 3 peers. Discussion topics: Do specific skills exist? Are certain skills unique to certain subjects? If not skills, then what?

Evaluative Criteria: An opinion regarding the existence and the "uniqueness" of reading skills will be stated, as well as speculation regarding alternative means of describing and teaching reading comprehension.



"I passed factual recall, but I flunked inferential thinking."

Rationale: For decades now, reading experts have been engaged in an endless quest to identify and teach even more endless lists of specific skills deemed necessary for efficient comprehension of printed matter. You could paper your classroom walls with the lists now available and still have enough left to stock the family outhouse for a whole winter. And the quest goes on! Many reading specialists find that certain specific skills—usually ones they have a "feel" for—are useful in describing and teaching the reading process. Many feel that skill lists lack the coherence that is characteristic of effective reading, and that lengthy lists of skills tend to frighten teachers and students alike. Moreover, they say, mastery of all the skills on a given list does not ensure that a student will be a better reader. Here is what some of the experts say. What do you think?

WHY CAN'T WE GET IT TOGETHER?

Note: This learning activity is not a test. It is designed to help you get a view of the various points of view regarding the existence and the "uniqueness" of specific reading skills. Don't let it frustrate you! (Only a few of us really know the answer.) (Joke.)

(3.) What reading skills are necessary to handle the tasks you listed in Question #2? Refer to Appendices A through E as you consider the following statements. Circle the name(s) of the author(s) who would agree with each statement.

a. Tasks requiring comprehension have nothing to do with reading.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

b. Some subject matter reading tasks require reading skills unique to that subject.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

c. There are no reading tasks (including materials) unique to a given subject area.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

d. Reading skills common to all subject areas must be adapted, or "transformed", as the reader switches from one subject to another.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

e. The reading process is not composed of sets of distinct skills. For example, the same psycholinguistic process accounts for the reading of mathematics, poetry, and the daily paper.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

f. Although there may be reading tasks unique to each subject, it is not accurate to say that these tasks require unique reading skills.

Herber (A) Moffett (B) Niles (C) Smith (D) Strang (E)

MASTERY TASK

Directions: In order to master this objective, select any one of the options below, complete it according to the specifications, and submit it to any member of the instructional team. The term "brief" can be interpreted to mean the equivalent of one typed page, double-spaced.

1. Select one of the statements from "Why Can't We Get it Together?", or formulate a statement which more accurately reflects your own point of view regarding the specific reading tasks and skills in a particular subject area. In a brief paper, include at least the following:
    a. The statement you selected or formulated.
    b. Support for the statement based on your experience with this instructional unit, your own experience, other reading, and/or your bias. (Try to identify which source(s) you use.)
    c. The implications of your point of view for the teacher in that particular subject area.
2. Select at least two articles which discuss specific reading problems, tasks, or skills in a particular subject area. (These articles may be selected from the lists included in this unit.) In a brief critical reaction to your reading, include at least the following:
    a. The authors' points of view regarding the "uniqueness" of reading tasks and skills in that particular subject.
    b. Your judgement as to the validity of the authors' points.
3. View and listen to the filmstrip and record combination, "Reading in the High School" (National Education Association). It is available through
                    . In a brief critical reaction, include at least the following:
    a. A summary of the reading skills suggested in relation to a particular subject area.
    b. The apparent point of view regarding the "uniqueness" of reading tasks and skills in that particular subject.

c. Your judgment as to the validity of that point of view.

4. You are encouraged to suggest to the instructor some other activity that will allow you to clarify your own point of view on this topic. Be prepared to state as clearly as possible what you intend to accomplish and why you would like to do it.

Competency 1: Reading Specialists can define comprehension/critical reading in relation to total reading behavior.

Module: III, 1C, 1 Modular Credit ____

Title: Language Processing

Rationale: We often overlook the fact that the processing of wirtten language (reading) is very similar to the processing of oral language (listening). Of course, they are also somewhat different, too. But an understanding of the similarity helps make reading less formidable. See what you think...

Objective: Given a description of the processing of both spoken and written language, identify similarities and differences, and order the major steps in a reasonable sequence.

Learning Alternatives:

1. Live lecture.
2. Audio cassett lecture with cassette packet (Richard Earle).
3. Moulton, W.G., A Linguistic Guide to Language Learning, Modern Language Association, 1965, Chapter 3.
4. Goodman, K., and Niles, O., Reading: Process and Program, NCTE, 1970, pp. 1-36
5. ______

Indicator: Take an objective test.

Evaluative Criteria: 86½%

Module III, 1C, 1

MASTERY TEST

1. Given the following terms, arrange them in the appropriate sequence. The result should help describe the process of receiving (as opposed to producing) both spoken and written language.

syntactic decoding
implicit meaning
word perception
pronunciation
literal comprehension
problem solution
application
word meaning
recognition
semantic relationships

a. Written symbols
b. ____________
c. ____________
d. ____________
e. ____________
f. ____________
g. ____________
h. ____________
i. ____________
j. ____________
k. ____________
l. Comprehension of the "Message"

2. List as many similarities as you can between the processing of spoken language (listening/auding) and the processing of written language (reading). You should be albe to list at least three.

____

____

____

3. List as many differences as you can between the processing of spoken language (listening/auding) and the processing of written language (reading). You should be able to list at least two.

____

____

4. What is your reaction at this point? (Also see Student Evaluation)

____ I think I see the relationship between listening and reading.

____ I am confused.

____ Same old crap — I am disgusted.

4. cont'd.

____ (Your space) ________________________________

____

MAXIMUM TOTAL SCORE = 16 MASTERY SCORE = 14

Module: III, 1C, 2 Modular Credit ____

Title: Levels of Comprehension

Rationale: Poem (attached)

Objective: Given several models of reading, select or adapt one which seems reasonable and describe each level, with particular attention to its significance.

Learning Alternatives:

1. Live lecture.
2. Herber, H. L., *Teaching Reading in Content Areas*, Prentice-Hall, 1970, Chapter 5.
3. Meehan, Sr. T., *Critical Reading and Teachers' Questions in Theory and Practice*. (Occasional Papers in Reading #3) Indiana University, 1970
4. Smith, R. J. and Barrett, T.C., *Teaching Reading in the Middle Grades*, Addison Wesley, 1974, Chapter 3
5. Audio-cassette with cassette packet (Richard Earle)
6. ________

Indicator: one-page paper

Evaluative Criteria: Basic literacy is assumed. In addition the paper will:

1. identify a model of reading comprehension, or set forth an adaptation or original model,
2. describe briefly each level involved,
3. explain the significance of each level, including its hierarchical nature and its usefulness to a reader.

Module: III, 1C, 3 **Modular Credit** ____

Title: Patterns of Organization

Rationale: (cartoon attached) Whether an author intends it or not, ideas in this world very often take on a pattern of organization, discernable to the successful reader. These patterns are often used to instruct writers; they are just as useful in reading instruction. See if they ring a bell for you...

Objective: Given several organizational patterns, select those that seem useful in comprehending a variety of printed matter, and describe the characteristics of each pattern, including words or phrases which serve to indicate them.

Learning Alternatives:

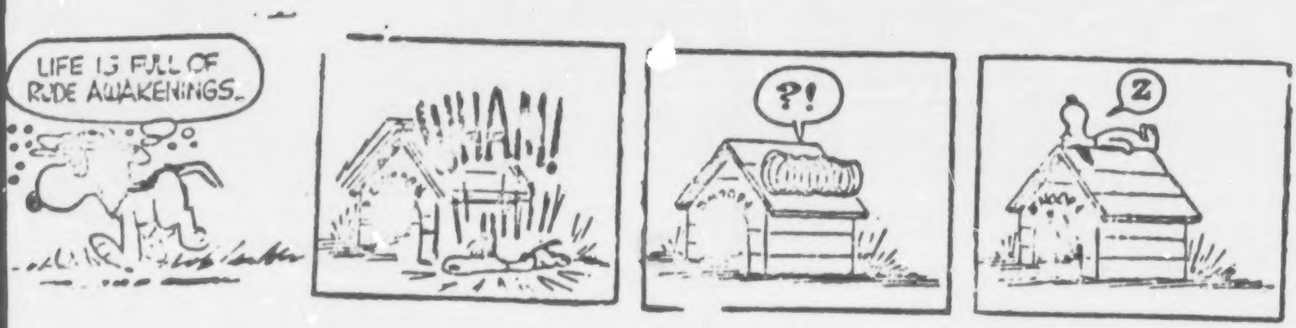
1. Live lecture.
2. Herber, H. L., Teaching Reading in Content Areas, Prentice-Hall, 1970, Chapter 6.
3. Niles, O. S., "Organization Perceived", in Herber, H. L., (Editor), Developing Study Skills in Secondary Schools, IRA, 1965, pp. 57-76
4. ________

Indicator: one page paper

Evaluative Criteria: Basic literacy is assumed. In addition, the paper will:

1. List several patterns of organization,
2. Include at least one example of each pattern, cut from newspaper, copied from text, or written originally.
3. Describe the characteristics of each pattern, with reference to the examples.
4. Underline signal words.

Question: What is wrong with this cartoon ?


LIFE IS FULL OF RUDE AWAKENINGS.
WHAM!
?!
Z

Answer: The sequence is screwed up!

Competency 2: Reading specialists understand reading comprehension as patterns of ideas.

Module: III, 2E, 1 Modular Credit ____

Title: Davis Reading Test

Rationale: Let's put ourselves in the student's shoes! We often test kids to death (and sometimes forget to teach them.) Keeping in mind that your students are less mature, less experienced, less knowledgeable, than you are, see how you react...

Objective: Given the Davis Reading Test, take the test according to the standardized directions, score it, and obtain a percentile rank.

Learning Alternatives:

1. Davis Reading Test, California Test Bureau
2. ____

Indicator: Test score

Evaluative Criteria: Any proof that test has been taken, scored, and PR determined. No minimum score is required— only the experience of taking the test.

Module: III, 2C, 1 Modular Credit ____

Title: Stating ideas

Rationale: Teachers find it too easy to 1) assume an idea is present in material assigned to students, or 2) not bother to define that idea.

Objective: Given access to printed material, state in idea form the major dimensions of meaning and identify the process or processes used in arriving at that meaning. This makes it easier to trust the answer key than our own comprehension ability. Many good teachers believe comprehension is best taught through mutual comparison of their perception and their students'. If this seems reasonable, try this...

Learning Alternatives:

1. Lecture (Richard Earle)
2. Herber, H. L., Teaching Reading in Content Areas, Prentice-Hall, 1970, Chapter 4.
3. ________

Indicator: Written analysis of written selection (paragraph, article, story, etc.)

Evaluative Criteria: Basic literacy is assumed. In addition, the analysis will contain:

1. at least 6 statements of comprehension.
2. an identification of level, apttern, or skill necessary to each statement in # 1.
3. a justification of each level, pattern, or skill identified in # 1.

Module: III, 2C, 2 Modular Credit ____

Title: Identifying organizational pattern.

Rationale: "Don't do as I do; do as I say!" Too often we play this game in our relationships with kids (or other adults, for that matter). Before we can guide others, we should have a reasonable performance level ourselves. Here's how you can get yours...

Objective: Given an understanding of several patterns of organization, identify those patterns as they appear in printed matter, and support your decisions by specific reference to signal words, subject content, or other factors.

Learning Alternatives:

1. Lab exerciser and discussion with peers and instructor.
2. Reference to Niler, O., "Organization Perceived", Perspectives in Reading # 4, IRA, 1965, pp. 57-76
3. ________

Indicator: Mastery task

Evaluative Criteria: A score of 8/8 (100%) including justification.

THE APPETIZER

1. List several patterns in which ideas are commonly organized.

______________________ ______________________

______________________ ______________________

______________________ ______________________

2. After the following introductory statements, what pattern of organization would you be likely to find?

__________ a. "What is the exact process by which the Reserve authorities affect general spending? Here are the five steps of the process:"

__________ b. "There are three layers in the structure of American unions:"

__________ c. "Banks are much safer than they used to be before the Depression. If this has little to do with legal reserve requirements, to what is it due?"

__________ d. "There is no essential difference between tariffs and quotas, except this:"

(Insert after Lab Exercise #2, before Mastery Task II, Patterns of Idea Organization)

IDEA RELATIONSHIPS - ENVELOPES 1 - 4

Directions: Select one envelope. They are numbered in order of difficulty, # 1 being the easiest. In the envelope you will find several slips of paper, each bearing a small portion of text. Your task is to sort the slips into groups representing various types of relationship patterns. Each envelope should contain at least one example of Cause/Effect, Comparison/Contrast, Sequence, and Simple Listing. If you are working as part of a group, decisions will be based on a two-thirds majority.

We know from our experience that a number written in decimal numerals is divisible by 2 if it is an even number; that is, if the digit in the one's place is 0, 2, 4, 6, or 8. We also know that a number written in decimal numerals is divisible by 5 if the digit in the one's place is 5 or 0. And a number written in decimal numerals is divisible by ten if the digit in the one's place is 0. It is convenient to develop tests for divisibility by other frequently used numbers.

Toward the end of the Mesozoic, the dinosaurs and many other reptiles became extinct. The great extinction of reptiles occurred when the modern mountain systems were being born.

The Cenozoic era, the last great division in the history of life, was marked by the continued uplift of mountains and the cooling of climates. At the beginning of the Cenozoic, there was a great multiplication of mammals, which had first appeared during the time of the dinosaurs. About the middle of the Cenozoic, the modern groups of mammals evolved.

For several years, we have known something new and valuable about prevention of heat exhaustion, which is different from sunstroke. We discovered it in the steel mills. It is the use of common salt—sodium chloride. When you sweat, you lose salt water through the skin. When you drink, you drink fresh water, so the more you sweat the more "salt poor" the body tends to become. Salt poverty increases week by week during the summer, and correspondingly, heat exhaustion occurs more and more frequently.

The bond between apprentice and master was very close. The latter acted as a foster-father and exercised a father's authority. The apprentice, however, was not entirely at the master's mercy. The guild supervised the training of apprentices and protected their rights. It fixed the length of the period of training, which varied in various guilds from two or three to ten or twelve years, depending on the amount of skill required for the craft. The average was perhaps about seven years. The guild also limited the number of apprentices, usually to two or three, whom any one master might take. This was done partly to ensure the proper care and training of the apprentices, partly to prevent any master from gaining an advantage over his fellows by the employment of a large number of cheap workers, and also to cut down competition by limiting the number of men trained in the craft.

A word is dead when it is said
    Some say.
I say it just begins to live
    That day.

In order to do work, we must have a source of energy. Our energy comes from the food we eat. The energy in food supplies our muscles with the force to push against an object. No matter what kind of work is being done, energy is needed. Using a machine does not eleminate the need for energy. A machine only transfers the energy from one place to another.

Sonny, never previously knocked off his feet, crumpled to all fours, then fell flat on his face. After a considerable interval, he hauled himself to his knees and on one bracing hand, then toppled over again. Ultimately, after an overtime knockdown count never picked up by referee Joe Walcott, who was trying to shepherd Clay to a neutral corner, Liston arose and groggily squared off. The fighters were flailing away again when Walcott, finally having communicated with the timekeeper, broke in and ended the bout.

In the world of little people, there is a great variety of ways to eat a chocolate bunny. The little miser will lick the bunny during a day, slowly eroding away its features. The more greedy and less discriminating human "disposal" type will simply stuff the whole creature into his mouth, giving it a few impatient chews before letting it join the animal crackers and other goodies already in his stomach. A few, the unaware nibblers, seem to have so much to look at as they eat that the chocolate lands anywhere, but in their mouths. Of course there are the soft hearted who just can't eat a bunny and so set it aside until someone else eats it or mother throws it away.

There are three reasons why the ATLANTIC has managed to live so long. First, because we have changed our editors more frequently than any of our competitors. Whenever there was a sag in our circulation we brought in a new editor. For instance, there was a marked decline in 1870, and at that time we brought in a Westerner, William Dean Howells, from Columbus, Ohio. He, in turn, attracted our first Western contributors, Bret Harte and Mark Twain. As you would expect, interest in the magazine immediately revived.

Secondly, from the very beginning we have championed American writers. This preference for American talent was very daring in the 1850's, when every one of our competitors was either pirating or importing English novelists and poets.

The third reason for our longevity is that we have always been printed in Boston. Boston has been our vantage point, and I think the country respects us for the Yankee humor and integrity which flow in our veins.

MASTERY TASK

II. PATTERNS OF IDEA ORGANIZATION: Immediately below are eight paragraphs which were selected because they seem to represent different patterns of organization. Label each with the name of the pattern that you believe represents the major organizational scheme. Space is provided for you to present your rationale.

_____ 1. "One reason why machine industries expand rapidly is that they create new needs and opportunities as they develop. The internal combustion engine, for instance, not only made the automobile and airplane possible; it created an insatiable demand for gasoline and lubricants. The petroleum industry met this demand, but to do so new and deeper wells had to be opened, and the drilling machinery invented for the purpose tapped buried pools of sulphur, gas, salts, and minerals, creating additional wealth and more intricate problems."

____

____

_____ 2. "In summary, then, history and sociology may be distinguished most simply and clearly by the observation that the former is a particularizing or individualizing discipline, the latter is a generalizing one. History investigates the unique and the individual sociology, the regular and the recurrent."

____ 3. "After World War I, new governments were set up all over Europe. By 1925 an impartial observer might have said that the future of the capitalistic way of life appeared serene and assured. Yet within a half dozen years, country after country succumbed to dictatorship; totalitarian fascist governments covered the map of Europe. The depression decade of the 1930's finally ended in a great World War."

____

____

____ 4. "As a method of approach to the investigation of any phenomenon whatever, science implies primarily an attitude of mind; an attitude distinguished by adherence to several principles. Among these principles are objectivity, relativism, ethical neutrality, parsimony, skepticism, and humility."

____

____

____ 5. "Around the 31st to the 37th segment is a swollen gland. It oozes a ring of material which is a nest, or cocoon, for the eggs. During mating the worms fertilize each other's cocoons. Then the worm works the cocoon off its body by rubbing it off towards the back end. As the ring passes certain segments, the eggs are deposited in the cocoons. Usually one worm hatches from each cocoon. Several young worms are produced each year."

____

____

____ 6. "Then, too, oxygen is one of the most important "building blocks" in the world. Oxygen combines with many different substances to build many different compounds. When substances burn, oxygen combines with carbon and makes carbon dioxide. Oxygen combines with hydrogen to make water. Oxygen combines with iron to make iron oxide. Oxygen combines with hydrogen to make compounds such as hydrogen peroxide. Oxygen combines with thousands of different substances to build useful compounds."

____

____

____ 7. "In an atomic pile, the atomic "bullets" are neutrons. A speeding neutron hits a uranium nucleus. The uranium nucleus splits up and sends out other neutrons. These neutrons also hit uranium nuclei and cause them to send out neutrons. In a very short time, much less than a second, fission after fission of uranium nuclei takes place. On and on this goes, very steadily - neutrons hitting nuclei and freeing other neutrons to hit more nuclei. This is the chain reaction."

____

____

____ 8. "A statewide school system did not exist in New York two centuries ago. Country children studied in one-room schoolhouses. In the cities, only a few youngsters attended parish or private schools. There were no public high schools. In early schools, teachers were sometimes as ignorant as their pupils. Most teachers lacked formal training for their jobs, and many were skilled mainly in wielding the birch rod.

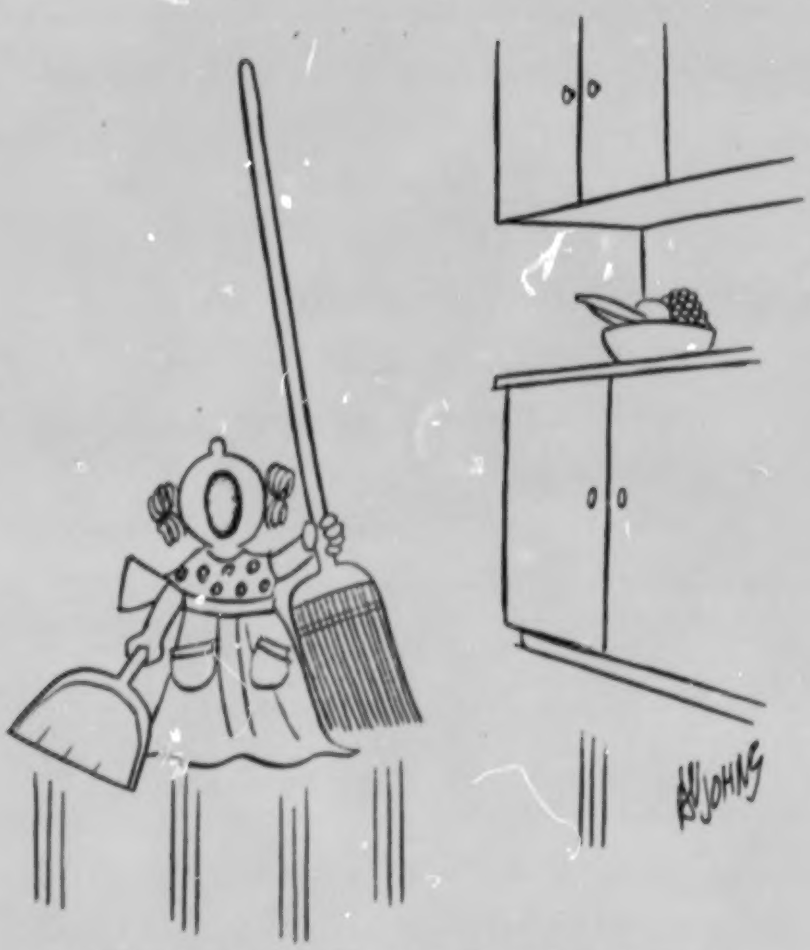
"Today, pupils in country and city schools study in modern buildings guided by trained teachers and administrators. Schools have definite programs, and all children are required by law to attend."

____

____

COMPONENT III: Comprehension/Critical Reading

Competency 3: Reading specialists can enlarge and extend the meaning vocabulary of students.



"Okay, Mom, I've done all the nooks. Now what's a cranny?"

36
6/29/74 • SR/World

Module: III, 3C, 1 Modular Credit _____

Title: Identifying Vocabulary Skills

Rationale: (Cartoon attached) Research studies (Davis, 1944, 1968; Hunt, 1956) have shown meaning vocabulary to be the single most important factor in reading comprehension. This may be the one thing that all reading specialists agree on—vocabulary is super important. Need we say more?

Objective: Given access to professional literature, identify the major word meaning skills suggested as essential to vocabulary development.

Learning Alternatives:

1. Live lecture
2. Lab exercise
3. Discussion with instructor and at least 3 peers.
4. Vine, et.a., Analyzing Vocabulary Skills (Manual # 4)
5. Hafner, L., Improving Reading in the Secondary School, pp. 84-93 (article by Curry).
6. Strang, R., Mc Cullough, C., and Traxler, A., pp. 226-232
7. Tinker and Mc Cullough, Chapter 7
8. Dulin, K. L., "Using Context Clues in Word Recognition and Comprehension", Reading Teacher, February, 1970, pp. 440-445
9. ________

Indicator: one page paper

Evaluative Criteria: Basic literacy is assumed. In addition, the student will list at least 3 major word meaning skills necessary to continued vocabulary development. For each skill listed, the student will:

a. Define the skill.
b. Provide an example.
c. Justify its importance.

Module: III, 3P, 1 Modular Credit ____

Title: Structured Overview

Rationale: (see 3C, 1) Recent research (Earle, 1970, Barron, 1971) has shown the usefulness in vocabulary instruction of a technique called the structured overview. It is not widely known or widely used, although many teachers who use it find it beneficial. Here's how to go about it...

Objective: Given access to printed matter, construct and use a structured overview with a group of students.

Learning Alternatives:

1. Lecture.
2. Barron, R.F., "The Use of Vocabulary as an Advance Organizer", in Herber, H. L., and Sanders, P. L., (editors). Research in Reading in the Content Area, Syracuse, New York: Syracuse University Reading and Language Arts Center, 1969, pp. 29-39
3. Earle, R. A., "Reading and Mathematics: Research in the Classroom", Fusing Reading Skills and Content, in Robinson, H. B., and Thomas, E.L., (editors). Newark, Delaware: International Reading Association, 1969, pp. 162- 170
4. Barron, R. F., and Earle, R.A., "An Approach to Vocabulary Instruction", Minnesota Reading Quarterly, (December, 1973)
5. ________

Indicator: Structured overview produced and used with at least 5 peers or other students.

Evaluative Criteria: Student will construct structured overview according to directions (#3, above). Student will use overview according to directions. Student will report on potential for 1) clarifying teacher's objectives, and 2) helping students master vocabulary, especially conceptual relationships.

Structured Overview - Practice Words

TYPICAL

DIVIDING

EVEN

ADDEND

VALUE

DATA

AVERAGE

FREQUENT

MIDDLE

ODD

STATISTICS

MODE

SIZE

MEAN

Cut the above terms apart for easy manipulation. Your work is best done in collaboration with one or two colleagues. Refer to the audio cassette and/or the packet for directions and various uses of these arrangements.

Module: III, 3P, 2 Modular Credit____________

Title: Vocabulary Skills Teaching

Rationale: III, 3C, 1

Objective: Given a vocabulary skills teaching lesson outline, make up a vocabulary skill lesson plan.

Learning Alternatives:

1. Audio cassette lecture (Richard Earle) (see attached cassette packet)
2. Clayton, K., "Word Recognition for the Junior High School," in Dawson, M., editor, Teaching Word Recognition Skills, Newark, Delaware: I.R.A., 1970, pp. 35-38.
3. Deighton, L.C., Vocabulary Development in the Classroom, New York Teachers College, 1959.
4. Simmons, J.S., "Words Study Skills," in Perspectives #4, pp. 13-31.
5. "Vocabulary Development," (Syracuse Univerisity Film Series), Reading and Language Arts Center, 508 University Place, Syracuse, New York, 13210
6. Bader, Lois, Competency Learning Packet for Reading Comprehension, Michigan State Univeristy, 1974-1975, (Enabler #6 - Vocabulary)
7. _______

Indicator: Lesson plan

Evaluation: all areas completed

CASSETTE PACKET

SKILLS TEACHING

A. Purposes for Including Skills Teaching

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

B. Steps in Skills Teaching

1. Select words from assigned readings based on:
    a) their relationship to the major concepts
    b) their relationship to your course as a whole
    c) your students' needs in vocabulary skill development

    (Some of these words will no doubt be drawn from your Structured Overview.)

2. For each word you select, decide whether it lends itself to context analysis, structural analysis, or dictionary/glossary analysis.

3. When you assign the reading, take a moment or two to:
    a) list the words on chalkboard or overhead
    b) elicit correct pronunciations
    c) elicit or explain how one might detect the meaning using C, S, or D/G.

Module: III, 3P, 3 **Modular Credit** _____

Title: Vocabulary Extension and Reinforcement

Rationale: See III, 3C, 1

Objective: Given access to sets of essential vocabulary, design vocabulary activities for extending and reinforcing word meaning and/or conceptual relationships, and use these activities with students in an effective manner.

Learning Alternatives:

1. Lecture on tape (Richard Earle) (See attached cassette packet)
2. Barron, R. F., and Earle, R. A., "An Approach to Vocabulary Instruction", Minnesota Reading Quarterly, December 1973, pp. 53-65
3. Herber, H. L., Success With Words, New York: Scholastic, 1966
4. Herber, H. L., Teaching Reading in Content Areas, New York: Prentice-Hall, 1970, Chapter 8
5. Vine, H. A., et al., "Reinforcing and Extending Word Meanings", (Manual Six), Teaching Reading in Secondary Schools, Syracuse, New York: Syracuse University Reading and Language Arts Center, 1967
6. ______

Indicator: Student produces extension/reinforcement activities and uses them with at least 5 peers or other students.

Evaluative Criteria: Student will construct and use activities according to directions in #2 (above). Mastery consists of :

1. Producing two activities.
2. Giving detailed directions to student group.
3. Employing small group procedures for discussion.
4. Report on own response and student response to experience.

Competency 4: Reading specialists use several techniques to improve comprehension in subject matter learning tasks.

Module: III, 4P, 1 Modular Credit ____

Title: Guided Reading Lesson (GRL)

Rationale: Without going into a lengthy discussion of psychological principles, we might just agree that a student learns best when he's interested in the reading-learning task, and when he is cognitively able to handle it. We know also that learning is increased by the guidance of an alert and sensitive teacher, one who feels his duty lies primarily in coaching, not judging. "Guide" means to show the way; Webster's New Collegiate Dictionary maintains that the term "implies intimate knowledge of the course or way and of all its difficulties or dangers." Imagine how you would feel if your guide on a trip through wild and dangerous territory insisted on merely giving you the directions, or suggested that you do it independently! Teacher guidance leads to student independence in a way that "telling" or "independent study" certainly does not. Reflecting on things learned, and planned opportunities to reinforce those learnings in meaningful ways, are indispensible elements of learning, as well. Briefly stated, these principles of learning psychology—readiness, guidance, and follow-up—are basic to any effective lesson. Here's how to provide them...

Objective: Given a printed selection, prepare a guided reading lesson and use it to guide the reading of a group of students.

Learning Alternatives:

1. Herber, H.L., Teaching Reading in Content Areas, Prentice Hall, 1970, chapter 3
2. Niles, O.S., "Diagnostic Teaching in the Junior High School", in F.P. Greene, Editor, Reasons and Readiness, Syracuse University Press, 1969
3. Reference to Outline Form (attached).
4. __________

Indicator:

1. completed GRL
2. use with 3 - 5 peers or other students
3. completed GRL Evaluations.

Evaluative Criteria:

1. Completed GRL will contain specific provision for
   a) readiness
   b) guiding questions
   c) follow-up activity (See Evaluation I)
2. Observers of lesson and insturctor will evaluate GRL, with mean response being 13/17 "Agrees". (See Evaluation II)

PST____________________________

WRITTEN GUIDED READING LESSON OUTLINE FORM

(This will be approved by an evaluator before he observes you use the GRL in class.)

Objective(s): Students will be able to:

I will evaluate students' attainment of objective(s) by:

Readiness Stage:

I will assess students' background by:

Concepts that need explaining are:

Vocabulary that needs explaining is:

I will create interest in the reading by:

Guidance Stage

The first guided reading question* (students' purpose for reading) is:

I will evaluate students' comprehension by:

A summary of information to this point will include:

The second guided reading question* is:

I will evaluate students' comprehension by:

Summary of information to this point will include:

The third guided reading question* is:

I will evaluate students' comprehension by:

The concluding summary will include:

Follow-Up Stage

Extended activity(s) based on reading will be:

*Some terms helpful to the student in the guided reading question: list, evaluate, describe, compare, contrast, define, summarize, explain, criticize, identify.

PST ____________________

Evaluator ____________________

I. EVALUATION OF WRITTEN GUIDED READING LESSON

	Agree	Re-Do
1. Material is appropriate to GRL.		
2. Written GRL outline has objective(s) Specific statement of recitation of knowledge and/or demonstration of skill.		
3. PST has stated how he/she will evaluate attainment of objective(s); evaluation is appropriate to objective(s).		
* 4. Readiness Stage includes: a. Strategy to assess students' background.		
b. Concepts that will need explanation.		
c. Vocabulary that will need explanation.		
d. Strategy to create student interest in the reading.		
* 5. Guided Reading Question a. Set purpose for reading in performance terms.		
b. The comprehension level is appropriate to readers and material.		
6. Evaluation - provision of activity (discussion, show of hands, written response) to demonstrate successful comprehension.		
7. Summary statement of information to this point.		
8. Second Guided Reading Question		
9. Evaluation - provision of activity (discussion, show of hands, written response) to demonstrate successful comprehension.		
10. Summary		
11. Third Guided Reading Question.		
12. Concluding Summary Statement		
13. Evaluation - provision of activity (discussion, show of hands, written response) to demonstrate successful comprehension.		
* 14. Extended Activity(s) - statement of the next logical step following this lesson.		

N = 17
Mastery = 13/17 "Agree"

PST _______________

EVALUATOR _______________

II. EVALUATION OF GUIDED READING LESSON IN CLASS

	Agree	Re-Do
* 1. In the readiness stage:		
a. The PST assessed students' background.		
b. The PST explained needed concepts.		
c. The PST explained needed vocabulary		
d. The PST created interest in the reading.		
* 2. The PST gave students a specific purpose for reading.		
3. The PST evaluated students' comprehension by: _____ discussion _____ written response _____ show of hands _____ other:		
4. A summary of information to this point was given: _____ by PST _____ by student(s)		
5. The PST gave students a second specific purpose for reading.		
6. The PST evaluated students' comprehension by: _____ discussion _____ written response _____ show of hands _____ other:		
7. A summary of information to this point was given: _____ by PST _____ by student(s)		
8. The PST gave students a third specific purpose for reading.		
9. The PST evaluated students' comprehension by: _____ discussion _____ written response _____ show of hands _____ other:		
10. A concluding summary was given: _____ by PST _____ by student(s)		
* 11. Students are adequately prepared for the planned extended activity.		

Suggestions/comments concerning class use of GRL class reaction, student involvement.

Module: III, 4P, 2 Modular Credit _____

Title: Study Guides

Rationale: Without going into a lengthy discussion of psychological principles, we might just agree that a student learns best when he's interested in the reading-learning task, and when he is cognitively able to handle it. We know also that learning is increased by the guidance of an alert and sensitive teacher, one who feels his duty lies primarily in coaching, not judging. "Guide" means to show the way; Webster's New Collegiate Dictionary maintains that the term "implies intimate knowledge of the course or way and of all its difficulties or dangers." Imagine how you would feel if your guide on a trip through wild and dangerous territory insisted on merely giving you the directions, or suggested that you do it independently! Teacher guidance leads to student independence in a way that "telling" or "independent study" certainly does not. Reflecting on things learned, and planned opportunities to reinforce those learnings in meaningful ways, are indispensible elements of learning as well. Briefly stated, these principles of learning psychology—readiness, guidance, and follow-up—are basic to any effective lesson. Here's how to provide them...

Objective: Given a typical classroom range of reading levels, prepare a study guide and use it to guide the reading of a group of students.

Learning Alternatives:

1. Lecture (Richard Earle)
2. Herber, H. L., Teaching Reading in Content Areas, Prentice-Hall, 1970, pp. 22-25
3. Refer to Multi-Level Unit Guide Outline (attached)
4. Refer to Multi-Level Unit Guide example (Supplement 10 - A)
5. ___________

Indicator:

1. Prepared Study Guide
2. Study Guides used with 3 - 5 peers or other students.
3. Completed Study Guide evaluations.

Evaluative Criteria:

1. Study Guide Form (attached) to be complete.
2. Students and instructor complete Study Guide Evaluator Guideline (attached) with mean evaluations showing 5/6 "Passes".

STUDY GUIDE

(MULTI-LEVEL UNIT) GUIDE OUTLINE

Choose a unit or theme you would like to teach in your major area and prepare a Multi-Level Unit Guide. Use any resource people available: librarian, department chairman, media expert, reading teacher, or classroom teacher.

CONTENT AREA____________________________ GRADE LEVEL___________________

STATE UNIT TOPIC/THEME______________________________

Questions with which the unit will deal: (Student will refer to these questions to prepare for discussions, activities, etc.)

1.

2.

3.

4.

5.

(Remember: Each of the above can be answered in all of the reference material you gather in varying degrees of depth and sophistication.)

References:

Intermediate Level: 1.

2.

Jr. High Level: 1.

2.

Sr. High Level: 1.

2.

College Level 1.

2.

List any films, articles, editorials, short stories, fiction, nonfiction, poetry to which students could be directed.

Whom have you consulted: Librarian ____________________

Dept. Chairman____________________

Media Expert____________________

Reading Teacher____________________

Other Teachers____________________

Other____________________

STUDY GUIDE

(MULTI-LEVEL UNIT) GUIDE FORM

Grade Level:
Content Area:

Assuming that the reading levels in this class range from intermediate (4th) to college, a unit on __________ would evolve around these questions:

1.

2.

3.

4.

5.

6.

The sources to which I would direct students are: [In the space provided, indicate the difficulty level of each source. Elementary (E), Intermediate (I) (4, 5, 6), Junior High (J) (7, 8, 9), Senior High (S) (10, 11, 12), College (C) (13+). Minimum of two sources for each level.]

	TITLE	PUBLISHER	DATE
__________ 1.			
__________ 2.			
__________ 3.			
__________ 4.			
__________ 5.			
__________ 6.			
__________ 7.			
__________ 8.			

Films:

Fiction:

Nonfiction:

Poetry:

Speakers - Resource People:

STUDY GUIDE

(MULTI-LEVEL UNIT) GUIDE EVALUATOR GUIDELINES

	Pass	Re-Do
1. He has defined a key unit of study in the discipline to be used by a teacher.		
2. Using Objectives for the unit as a basis he has planned 4-5 questions for which students will read.		
3. With the help of the librarian, media expert, reading teacher he has gathered a bibliography of textbooks or paperbacks to which students have access.		
4. Each of the questions (#2) can be answered in each of the sources gathered.		
5. [illegible]. He has correctly indicated the difficulty level of the textbooks. (E) Elementary (I) Intermediate (J) Junior High (S) Senior High (C) College		
b. He has indicated the difficulty level of the paperbacks: Mature/Good Readers " /Average Readers " /Poor Readers Immature/Good Readers " /Average Readers " /Poor Readers		
6. He has attempted to gather films, fiction, nonfiction, poetry, speakers.		

N=6

5/6

EXAMPLE

MULTI-LEVEL UNIT GUIDE

One way to stretch content area materials over a wide range of reading levels is to construct a multi-level unit guide. The example here has nine broad questions that can be answered in all of the reference books you see listed on the next page. These books are on grade levels from intermediate through college.

EXAMPLES

The biology teacher provides something everyone in his classes can read. He meets the needs of his poorest readers and challenges the best.

GUIDING QUESTIONS FOR THE STUDY OF REPTILES

1. List some characteristics which distinguish from other vertebrates.
2. What four groups of poisonous snakes are found in North America?
3. What arguments can you give for the conservation of snakes, especially the nonpoisonous species?
4. Describe the methods used by various snakes in capturing their prey.
5. What are the benefits of many snakes and lizards to man?
6. Where do most reptiles make their homes?
7. What do they eat?
8. Which reptiles are good pets?
9. What reptiles live in my part of the United States?

Guiding questions help increase comprehension—sometimes help less able readers "stretch" and handle readings otherwise beyond them.

These broad questions can be answered in all the books listed.

REFERENCES

	Allen	Adventures with Reptiles, the Story of Ross Allen.
	Carr	Handbook of Turtles, Comstock, Ithaca, N.Y., 1956.
	Danforth	What You Should Know About Snakes, Citadel Press, 1956.
	Ditmars	Fieldbook of North American Snakes, Doubleday, Garden City, N.Y., 1936.
	Ditmars	Reptiles of the World, Macmillan, New York, 1946.
	Ditmars	Reptiles of North America, Doubleday, Garden City, N.Y., 1939.
A STUDENT WITH GRADE 4,5 READING ABILITY COULD HANDLE THIS ONE	Hecht	All About Snakes, Random House, 1956.
JUNIOR HIGH SCHOOL READING LEVEL	Hylander	Animals in Armor, Macmillan, 1954.
FOR A STUDENT WITH HIGH SCHOOL READING ABILITY	Moon, Otto, Towle	Modern Biology, Chapter 31, "Vertebrates With Scales and Claws."
A STUDENT WITH GRADE 4-6 READING ABILITY COULD HANDLE THIS ONE	Parker	Reptiles and Animals of Yesterday, Unitests, Basic Education Series, Webster.
	Pope	The Reptile World, Knopf, New York, 1955.
	Schmidt, Davis	Fieldbook of Snakes of North America and Canada.
	Storer and Usigner	General Biology, Chapter 33, "Class Reptilia."
	Alm	Reptiles and Amphibians, A Guide to Familiar American Species, Simon and Schuster.

COLLEGE LEVEL

The multi-level guide will provide students with material they can handle and will expose them to various points of view.

A multi-level reading guide in humanities for senior high students might be designed around the theme of Death. First the class could discuss some of their experiences, concerns and curiosities. The class might next decide what questions concerning death they might explore. It is important in constructing this guide to keep students' interests in mind. Material would then be gathered over a range of reading levels, maturity levels, and different lengths: a poem, an article from a newspaper, something from a magazine, a movie, a play, etc. Poorer readers can work in fairly brief materials and others can handle longer materials. You may then plan various activities where students can share the ideas they've encountered. The following is an example of a multi-level unit on "death."

MATURE/GOOD READER

A Death in the Family (J. Agee)
A Separate Peace (J. Knowles)
Hamlet (W. Shakespeare)

MATURE/AVERAGE READER

Death Be Not Proud (J. Gunther)
On the Beach (N. Shute)
The Ice People (R. Barjavel)
I'm Fifteen—And I Don't Want to Die (C. Arnothy)
Romeo and Juliet (W. Shakespeare)

MATURE/POOR READER

Anne Frank: Diary of a Young Girl
Johnny Got His Gun
Red Badge of Courage (S. Crane)
A Night to Remember (W. Lord)

IMMATURE/GOOD READER

Lord of the Flies (W. Golding)
The Crystal Cave (M. Stewart)
Sunshine
The Hessian (H. Fast)

IMMATURE/AVERAGE READER

Pigman (P. Zindel)
Love Story (E. Segal)
The Red Pony (J. Steinbeck)
The Little Match Girl

IMMATURE/POOR READER

Where Lilies Bloom (V. and B. Cleaver)
Charlotte's Web (E. B. White)
Old Yeller (F. Gipson)
Brian's Song

Short Stories: "The Lottery," "Occurrance at Owl Creek Bridge," "H.M.S. Titanic," "The Most Dangerous Game."

Poetry: "Richard Cory," "The Highwayman," "Nevermore," "Where Have All the Flowers Gone?" "Death of a Hired Man."

Once you've put together multi-level materials on a unit theme it is merely a matter of contacting the librarian to prepare reserve shelves in succeeding semesters or years. To try to do this all year long would be very difficult, but it is worthwhile to construct a few key units in a multi-level manner. If you have a reading consultant in the building, he, along with the librarian, can be consulted while preparing a multi-level guide.

Module: III, 4P, 3 Modular Credit _____

Title: Structured Reading Guides

Rationale: Without going into a lengthy discussion of psychological principles, we might just agree that a student learns best when he's interested in the reading-learning task, and when he is cognitively able to handle it. We know also that learning is increased by the guidance of an alert and sensitive teacher, one who feels his duty lies primarily in coaching, not judging. "Guide" means to show the way; Webster's New Collegiate Dictionary maintains that the term "implies intimate knowledge of the course or way and of all its difficulties or dangers." Imagine how you would feel if your guide on a trip through wild and dangerous territory insisted on merely giving you the directions, or suggested that you do it independently! Teacher guidance leads to student independence in a way that "telling" or "independent study" certainly does not. Reflecting on things learned, and planned opportunities to reinforce those learnings in meaningful ways, are indispensible elements of learning as well. Briefly stated, these principles of learning psychology—readiness, guidance, and follow-up—are basic to any effective lesson. Here's how to provide them...

Objective: Given access to a printed selection and a content objective, construct a Structured Reading Guide and use it to guide the reading of a group of students.

Learning Alternatives:

1. Earle, R.A., and Sanders, P.L., "Individualizing Reading Assignments", Journal of Reading, April, 1973
2. Herber, H. L., and Nelson, J., "Questioning is Not the Answer", Journal of Reading, April, 1975, pp. 512-517
3. Herber, H. L., Teaching Reading in Content Areas, Prentice-Hall, 1970, pp. 90-95 and 200-206
4. Reference to "Multi-Structure Reading Guide" (attached)
5. ________

III, 42, 3 cont'd.

Indicator:

1. Prepared Structured Reading Guide (SRG)
2. Use with 3 - 5 peers or other students.
3. Completed SRG evaluations.

Evaluative Criteria:

1. SRG to follow guidelines (p. 19 attached)
2. Students and instructor complete SRG Evaluation Guidelines (p. 40 attached) with mean evaluations showing 7/9 "Passes"

MULTI-STRUCTURE READING GUIDE

When a teacher is largely dependent on one book or periodical for subject content, he must stretch a single selection over several reading levels. One method for doing this is by differentiating the questions.

The following guidelines can be used in writing this type of reading guide:

1. Students with poor reading skills--who take more time than anyone else to read the assignment and even then understand little of the material--are given questions that are clearly answered in the text: What? Who? When? Where? (e.g., When did Columbus set sail for America? What route(s) did he travel? Where did he land?).
2. Students with average reading skills can be given main idea or inference questions: How? Why? (e.g., How were ships like the Santa Maria navigated?).
3. Students with excellent reading skills--who take less time than others to read the assignment and understand it better than anyone else--can be given questions demanding the ability to synthesize, to compare and/or contrast material from more than one source, e.g.: Which explorer made the greatest contribution to mankind: Balboa, Cortes, Magellan, DeSoto, Hudson, Columbus, LaSalle? Support your answer. The difficulty of a question can be determined only by reference to the material for which the question was written. A "why" question (e.g., Why did Columbus set sail for the new world?) might be a question appropriate for slow learners if the author has provided a clear answer. However

if the author scatters throughout his text a series of complex interrelated opinions and facts concerning the motives for Columbus' voyage, then the question might be more appropriate for excellent readers. The teacher can also write questions for a selection with varying amounts of structure.

The teacher's objective in preparing the following reading guide is to have all students understand the chapter at a literal level. The independent readers can simply be instructed to do A (see below) or to "Read this chapter to find what causes air pollution in New York City." This is something only the best readers should be asked to do. The students who have some problems reading can be provided with increasing amounts of structure, B (see below). Poorer readers are given page numbers for locating information and added support by working in groups C and D (see below). For those students reading three to four grade levels below the material, groups can be given structured activities like those suggested in D (see below). Students have to be concerned with only one word answers. They are given the page and paragraph number for locating answers and are dealing only with concrete ideas.

MULTI-STRUCTURE READING GUIDE

Purpose: To identify causes of New York City's air pollution.

A. What causes air pollution in New York City? (For independent readers.)

B. Which statements are made by the author? You must be able to prove your choice(s) by reading from the text. Work alone. (For average reader.)

____ 1. The biggest cause of New York's air pollution is the smokestack.

____ 2. Automobile engines are the main cause of air pollution.

____ etc.

C. Working with your group, decide which statements are true. Page numbers are in the parentheses. (For poorer readers.)

____ 1. Airplanes cause only 1% of air pollution. (2)

____ 2. Automobiles cause up to 80% of the air pollution in New York City. (2)

____ etc.

D. Some of these things cause air pollution in New York City. Working with your group, check each cause. Page and paragraph numbers are in the parentheses. (For the poorest readers.)

____ 1. mountains (1,1)

____ 2. electricity (1,2)

____ 3. smokestacks (1,2)

____ 4. grime (1,3)

____ 5. jet engines (2,6)

MULTI-STRUCTURE READING GUIDE GUIDELINES

Objective:

Best Readers: Give a specific purpose for reading the entire selection.

Average Readers: Give more detailed purposes for reading within the selection.

Below Average Readers: Give specific purpose for reading. Allow to work in pairs or groups. Direct to page numbers.

Lowest Achieving Readers: Give specific information to find.
Give tasks more concrete than abstract.
Allow to work in pairs or groups.
Direct to page numbers and paragraph numbers.

(Module: III, 4P, 3)

MULTI-STRUCTURE READING GUIDE
EVALUATION GUIDELINES

	Pass	Re-Do
1. PST has a specific objective for reading.		
2. Best readers are given a specific purpose for reading.		
3. Average readers are given more detailed purpose for reading.		
4. Poorer readers are; a. Given specific purpose for reading.		
b. Allowed to work in pairs, groups.		
c. Directed to page numbers.		
5. Poorest readers are: a. Given specific information to find.		
b. Tasks given that are concrete rather than abstract.		
c. Allowed to work in pairs, groups.		
d. Directed to page numbers and paragraph numbers.		

N = 9

Mastery = 7/9 "Passes"

Module: III, 4P, 4 Modular Credit ____

Title: Margin Explanation Guide (MEG)

Rationale: Without going into a lengthy discussion of psychological principles, we might just agree that a student learns best when he's interested in the reading-learning task, and when he is cognitively able to handle it. We know also that learning is increased by the guidance of an alert and sensitive teacher, one who feels his duty lies primarily in coaching, not judging. "Guide" means to show the way; Webster's New Collegiate Dictionary maintains that the term "implies intimate knowledge of the course or way and of all its difficulties or dangers." Imagine how you would feel if your guide on a trip through wild and dangerous country insisted on merely giving you the directions, or suggested that you do it independently! Teacher guidance leads to student independence in a way that "telling" or "independent study" certainly does not. Reflecting on things learned, and planned opportunities to reinforce those learnings in meaningful ways, are indispensible elements of learning as well. Briefly stated, these principles of learning psychology—readiness, guidance, and follow-up are basic to any effective lesson. Here's how to provide them...

Objective: Given access to a printed selection, construct a Margin Explanation Guide (MEG) and use it to guide the reading of a group of students.

Learning Alternatives:

1. Karlin, R., Teaching Reading in High School, Bobbs, Merrill, 1972, pp.
2. "Margin Explanation Guide" (attached)
3. ____

Indicator:

1. Prepared MEG
2. Use with 3 - 5 peers or other students
3. MEG evaluations completed.

III, 4P, 4 cont'd.

Evaluative Criteria:

1 Prepared MEG should meet 5/5 criteria on MEG guidelines (attached)
2. Students and instructor complete MEG Evaluation Guidelines (attached) with mean evaluation of 3/4 "Passes"

MARGIN EXPLANATION GUIDE

A Margin Explanation Guide is a versatile method you can use to aid an individual, a group, or a class while reading any printed material. The supplementary packet has an example of a margin explanation guide prepared for an entire class reading a journal article. The left-hand side is the journal article; the right-hand side is the guide. The teacher has folded a ditto master into fourths, lined up one section with the material, and indicated the page number. On the ditto he has briefly written synonyms, explanations, cautions and directions. This ditto was duplicated and given to students to use as they read. It is as though the teacher or an aide was sitting beside each student helping him.

The Margin Explanation Guide contents can be varied according to student needs. You could prepare a guide emphasizing main ideas of paragraphs for the student who has difficulty recognizing the main idea. For those 4-5 students who have difficulty recognizing cause-effect relationships, you could prepare a margin guide pointing out function words and organization. If the technical vocabulary is a difficult area for an entire class or a few students, the margin guide could emphasize context clues or prefixes, suffixes and roots.

One caution is necessary in preparing a Margin Explanation Guide as the aids can be easily overdone. You must refrain from offering too many distractions and try to limit the comments on the guide only to those necessary for the intended student(s). Remember too that the items on the Margin Guide are intended to help and not hinder the student(s). Be careful that the Margin Guide itself does not present reading difficulties.

Example of "MARGINAL EXPLANATION GUIDE"
from
Karlin, R., Teaching Reading in High School

JOURNAL MATERIAL

The Main Concept: The Use of Moving Molecules

Long ago man could do only as much work as his muscles allowed; they were his source of "push and pull." He could lift and tug and haul. The energy from the food in his body was the only energy he could use. Later he learned to use animals to work for him. He began to modify and improve his environment by inventing new things.

Still later, he learned to use simple machines: the lever, the pulley, the wheel and axle, the inclined plane, the wedge, and the screw. With simple machines he could multiply force; but he could get no more work out of a simple machine than he put into it. He needed a source of energy. To add to his own energy man needed new sources of energy. So he learned to use the energy of wind and water and of fuels.

Man learned to use fuel as a source of energy to do work. In burning, the fuel combines with oxygen. The heat of the burning fuel is used to increase the motion of the molecules of water, for example. The result is that the water becomes expanding steam. Gasoline and kerosene, too, combine with oxygen to produce gases that expand suddenly. Expansion furnishes the force to do work.

p. 10

DITTO

Notice time order in the passage.
To what does they refer?

Improve is a context clue for modify.

What does the colon signal?

But signals a new idea.

What is the main idea of the paragraph?

Cause-effect

Expand is the root.

p. 10

The process guide can be duplicated on strips of paper and distributed. It is not necessary to duplicate the text if the guiding comments and questions line up with the appropriate item to which they refer when the guide is placed alongside the text. The number and type of items the process guide contains depend upon the abilities of the readers and the nature of the material. Even "good readers" need to be reminded to use their skills to solve problems and think in certain ways as they read. The guide serves both these purposes.

MARGIN EXPLANATION GUIDE GUIDELINES

Adequate marking of Margin Guide

page number

marks to help student line up Guide to page

Guide contents determined by student(s) needs

Guide contents brief, helpful

Guide contents not too distracting

Guide contents not written on a high level of reading difficulty

(1) N = 5

Mastery = 5/5

MARGIN EXPLANATION GUIDE
EVALUATION GUIDELINES

Pass	Re-Do

1. PST has based Guide contents on student needs.
2. PST has adequately marked Margin Guide:
    page number
    marks to help student(s) line up Guide to page
3. Guide contents are brief, helpful.
4. Guide contents are not distracting.
5. Guide contents are not written on a higher level of difficulty than the material.
6. Guide contents are simply stated.

(2) N = 4

Mastery = 3/4 "Passes"

Competency 5: Reading specialists can organize classrooms for comprehension/ critical reading instruction.

Module: III, 5P, 1 **Modular Credit** ____

Title: Organizing the Classroom

Rationale: The toughest question in teaching is "How do I set up my room for instruction?" The answer is "To best suit your philosophy and teaching task", but that's not really good enough. Try out some of these ideas for efficiency, attractiveness, and comfort...

Objective: Given a "typical" classroom, organize, decorate, and furnish it with the result that it becomes more efficient, more attractive, and more comfortable.

Learning Alternatives:

1. Lecture- discussion
2. Visit to various classrooms selected to show a range of organizational practice and philosophy.
3. Blomberg, I. E., "Tip Your Teaching of Reading Toward the Learning Center Approach," Indiana Reading Quarterly, Fall, 1972, pp. 8 - 14.
4. Converse, J., "Classroom Organization in Meeting Individual Needs," in Meeting Individual Needs in Reading, H. K. Smith, Editor, I.R.A., 1971, pp. 22-28
5. Olds, A. R., "Making Hard Rooms Soft Rooms," Learning, November, 1972 pp. 36- 40
6. Earle, R. A., and Morley, R., "The Half- Open Classroom: Controlled Options in Reading," Journal of Reading, November, 1974, pp. 131-135
7. ____________

Indicator: Classroom visit or suitable photographs (before- after)

Evaluative Criteria: Student's efforts will result in observable increase in at least three of the following classroom characteristics:

1. comfort
2. coziness
3. work surface
4. color
5. texture
6. spaciousness
7. specific learning areas
8.

Module: III, 5P, 2 Modular Credit ____

Title: Identifying Skill Needs

Rationale: Nothing is more frustrating than having someone insist on "teaching" you something you already know. This is the reason for identifying comprehension needs of students. Kids feel good about bing "strong" in something, and feel more willing to work on areas that need improvement. This is the basis of an individualized program in reading.

Objective: Given a diagnostic instrument, administer it for the purpose of identifying student strengths and weaknesses.

Learning Alternatives:

1. Lecture
2. Smith, R. J. and Barrett, T.C., Teaching Reading in the Middle Grades, Addison Wesley, 1974, Chapter 9.
3. Stanford Diagnostic Reading Test, Level II, Harcourt, Brace, Jovanovich, 1966
4. Classroom Reading Inventory, N. J. Silvaroli, William C. Brown Pub. Co., 1969
5. Boning, R., Specific Skills Series, Barnell Loft, (eight skills, six levels each).

Indicator: Completed "Class Analysis Chart" (attached) based on diagnostic test or informal assessment, in addition to interpretation of results.

Evaluative Criteria:

1. Class analysis chart completed showing
   a) assessment of at least 5 students
   b) approximate instructional level of each skill
   c) results in at least 3 skill areas.
2. Oral or written explanation of each student's results, with specific mention of : a) skill strength, b) skill weakness, c) level of instruction

Module: III, 5P, 3 Modular Credit ____

Title: Plan Skill Instruction

Rationale: Poem from first page or two of Robert Mager's Developing Attitude Toward Learning, Fearon, 1968, (about 8 lines - it makes the point!)

Objective: Given an identified skill need in comprehension and/or critical reading, state suitable objectives which include material, task, and desired outcome.

Learning Alternatives:

1. Lecture (Richard Earle or any other professor who shouldn't be fired)
2 See attached resourse list.
3. ________

Indicator: Set of stated objectives for group (10-12) of kids with identified skill needs.

Evaluative Criteria: Criteria does not include statement in Magerian behavioral fashion. Statements should be descriptive and prescriptive, including 1) material proposed, 2) task to be performed, and 3) desired outcome. The objectives should be related directly to individual, whole group, and sub-group needs identified earlier.

CLASS ANALYSIS CHART

Subject: **Grade:** **Section:** **Year:** **Semester:** **Teacher:**

Name	Ability	Reading	Skills from Informal Reading Inventory												Comments
			*Context clues	Getting facts	Inferences										
Bill			BL-C												*BL = Barnell Loft
Joe			BL-D												"Context" Books
Sam			BL-D												A, C, D, E
Mildred			BL-E												
annie			BL-A												

(Module: III, 5P, 2)

NOTE: Read across chart to get a profile of individual student needs.
Read down chart to get an impression of group or sub-group needs.

Instructional Activities or Tasks

Herr, S. E., Learning Activities for Reading, Wm. C. Brown, 1970

Mc Donald, B., et. al., Methods That Teach, Wm. C. Brown, 1972

Robinson, H. A., and Rauch, S. J., Guiding the Reading Program, SRA, 1965, pp. 84-96

Schubert, D. G., and Trogerson, T. L., Improving Reading Through Individual Correction, Wm. C. Brown, 1968

Viox, R., "Successful Practices in a Junior High School Summer Reading Program," Journal of Reading, (January, 1968), pp. 285-292

Instructional Materials

"New Materials on the Market", Reading Teacher, February, 1975, pp. 478-487

Reading Materials Section, Indiana Curriculum Guide in Secondary Reading, Indianapolis: State Department of Public Instruction.

Stating Objectives

Niles, Olive, "Behavioral Objectives for Reading Instruction", Journal of Reading

Student Grouping

Earle, R. A., "Of Secondary Importance", Indiana Reading Quarterly, 1973-1974, Number 2, pp. 10-13

Herber, H. L., Teaching Reading in the Content Areas, Prentice-Hall, 1970, Chapter 9

Humphrey, J. W., "In-class Grouping to Care for Individual Needs", in Vistas in Reading, (Figurel, J. A., Editor), IRA, 1968, pp. 147-150

Ramsey, W. V., (Editor) Organizing for Individual Differences (Perspectives in Reading No. 9). IRA, 1967

Robinson and Rauch, (See above) pp. 84-85

Smith, R. J., and Barrett, T. C., Teaching Reading in the Middle Grades, Addison-Wesley, 1974, pp. 10-21

Module: III, 5P, 4 Modular Credit ____

Title: Implementing the Plan

Rationale: "The best laid plans of mice and men oft go awry". Is that the way the famous quote goes? No matter. Without the plan - firm but flexible - the best intentions often end up as chaos. Most reading specialists agree it's best to start with a plan and be willing to change, than not to have a plan at all. So...

Objective: Given a plan for instruction, implement that plan by teaching a group of students some needed skills.

Learning Alternatives:

1. Observation of master teachers.
2 ________

Indicator: Physical observation }
Micro-teaching (video-tape) } with peers or other students

Evaluative Criteria: Student will perform the following, according to an observation guide or checklist, completed by self, peers, and instructor:

1. Readiness
2. Differentiated materials
3. Differentiated activities
4. Student sub-grouping
5. Individual assistance
6. Accomplish desired outcome
7. ____

Component IV

Diagnosis

by

David J. Yarington
Aquinas College

COMPETENCIES

Component IV: Diagnosis of Reading Difficulties

1. The reading specialist gathers background information related to the child's reading behavior.
2. The reading specialist estimates the learner's expected learning and reading capacities.
3. The reading specialist estimates the child's actual level of reading performance.
4. The reading specialist identifies specific reading difficulties experienced by the learner.
5. The reading specialist identifies other factors limiting the learner's reading development.
6. The reading specialist summarizes all diagnostic data judged to affect the learner's reading performance.
7. The reading specialist analyzes and interprets all data, formulates prognosis, and makes recommendations for instruction.

Component IV: Diagnosis of Reading Difficulties

Competency 1 - The reading specialist gathers background information related to the child's reading behavior.

Module: IV, 1P, 1 Modular Credit ____

Title: Diagnosis- Background

Rationale: When making an initial contact with a child who is experiencing reading difficulties, it is important to: 1) Find out if he has ever had any kind of extra help previously, 2) Gather information from all the areas which may effect the child's reading both to help determine causation and to aid in remediation.

Objective: Given a child with a reading disability, gather information from a variety of sources including school records, parents, medical/psychological records, social worker etc. interviews and construct a "backgound information" record for the child.

Learning Alternatives:

1. Packet # ____
2. See a sample reading case study.
3. Have a discussion with a reading clinician
4. View the video tape, "Can't Get That Word."
5. Kottmeyer, William, Teacher's Guide for Remedial Reading, Webster, 1959 chapter 3, pp. 27-48.
6. Otto, Wayne and Mc Menemy, Corrective and Remedial Teaching, Chapter 4, pp. 79-106
7. ____

Indicator: Completed record.

Evaluation:

1. The record will be objectively written with no rash generalizations such as "he's nervous because he wets the bed."

2. The record will contain no opinions not prefaced by "the mother reports" or "Sally claims".

3. The record will contain data and facts.

4. The record will be complete, with dates, test names, addresses, ages, etc.

Packet Materials:

Module: IV, 1P, 2 Modular Credit ____

Title: Interest-Attitude Inventory

Rationale: It is important for reading specialists to be able to glean information from children on their interests and attitudes. This should be done in a conversational way, depending upon the personality of the reading specialist. Therefore, reading specialists should make up interest-attitude inventories that they are comfortable using.

Objective: Given an elementary school child, construct an attitude and interest-towards-reading-in-school inventory for a child at that level and administer it to the child.

Learning Alternatives:

1. Packet # ____
2. See previously prepared inventories.
3. View the video taped interview with a child.
4. View the video tape-"Can't Get that Word" for part on child interview.
5. Strang, Ruth, Reading Diagnosis and Remediation, ERIC Reading Review Series, 1968, pp. 63-74
6. ________

Indicator: The completed inventory and a one page evaluation of it, based on the one administration.

Evaluation:

1. The inventory questions should cover reading and social interests and attitudes.
2. The evaluation should outline strengths and weaknesses of the inventory and the students technique in administering it.

Packet Materials:

Competency 2: The reading specialist estimates the learner's expected learning and reading capacities.

Module: IV, 2C, 1

Title: WISC and DOVE   Modular Credit ____

Rationale: Students sometimes do not realize that intelligence tests in particular are culture bound. Often a child is placed in special education or is assigned to a low group because of scoring low on an intelligence test which discriminated against the child because he could not relate his cultural background with the content of the test.

Objective: Given a video-taped demonstration of the Weschler Intelligence Scale for Children and a crude, other-culture test such as the Adrian Dove test, the student will compose a one-page paper describing reaction and attitudes to the likenesses and differences between the two tests.

Learning Alternatives:

1. Video tape of the WISC
2. Packet # ____
3. Take the Dove Counterbalance Intelligence Test (Daigon and Dempsey, *School, Pass at Your Own Risk*, Prentice-Hall, 1974, pp. 146-149.)
4. Have a conversation with a school psychologist on the validity of I.Q. tests.
5. ________

Indicator: One page paper.

Evaluation:

1. The paper should indicate at least 6 examples of value laden, sexist, or culture bound questions on the WISC.
2. The paper should comment on how it felt to take a test based on another culture (California in the early sixties).

3. The paper should offer at least one alternative to the use of culture bound tests.

Packet Materials:

Module: IV, 2P, 1 Modular Credit ____

Title: Peabody Picture Vocabulary Test

Rationale: It is important for reading specialists to be able to administer an intelligence test to a non-reader, since a non-reader will be discriminated against by taking an intelligence test which requires a certain reading ability.

Objective: Given a non-reader, and The Peabody Picture Vocabulary Test, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. Manual for the Peabody Picture Vocabulary Test.
3. View the video taped demonstration of The Peabody Picture Vocabulary Test.
4. ________

Indicator: Completed test form and one page interpretation.

Evaluation:

1. The test form should conform to the instructions in the manual.
2. The student should notice some of the cultural biases and value laden areas of the test, for example, plate # 79.

Module: IV, 2P, 2 Modular Credit ____

Title: Listening Capacity Test

Rationale: It is important for reading specialists to be able to administer an intelligence test to a non-reader, since a non-reader will be discriminated against by taking an intelligence test which requires a certain reading ability.

Objective: Given a non-reader and the Listening Capacity Test, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View video taped demonstration of a Listening Capacity Test.
3. ________

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test and interpretation should indicate that the student understands the concept of intelligence.

Competency 3: The reading specialist estimates the child's actual level of reading performance.

Module: IV, 3P, 1

Title: Informal Inventories

Rationale: It is important for reading specialists to determine a tentative independent and instructional reading level in a brief time and in an informal manner.

Objective: Given the Aquinas College Comprehensive Informal Inventory, read the directions and administer at least three tests to a learner.

Learning Alternatives:

1. Packet # _____
2. Listen to audio tape 17, Informal Means of Measurement.
3. Listen to audio tape 10, Roger Farr on Measurement.
4. View the video tape "Administering the Aquinas Informal Inventory".
5. ______

Indicator: 3 completed inventories.

Evaluation:

1. The student should properly indicate the instructional and independent reading level for each test.
2. The student should have used the scoring system as described in the instructions.

Packet Materials:

Module: IV, 3P, 2 Modular Credit ____

Title: Informal Inventories- make one up!

Rationale: Reading specialists sometimes find themselves in a situation where a published or otherwise informal inventory is not available. They should be able to make one up from sets of basal readers or trade books.

Objective: Given instructions on how to make up an informal inventory, the student will construct an informal reading inventory, being very careful to assure that each level conforms to at least one readability formula.

Learning Alternatives:

1. Packet # ____.
2. Listen to the audio-tape on Informal Means of Measurement.
3. Talk to a reading specialist about making up informal inventories.
4. Fry, Ed., Reading Instruction for Classroom and Clinic, Mc Graw-Hill, 1972, pp. 58-69
5. Guszak, Frank, Diagnostic Reading Instruction in the Elementary School, Harper and Row, 1972, pp. 109-128
6. ______

Indicator: Completed Inventory

Evaluation:

1. The inventory should cover at least five reading grade levels.
2. The graded materials should conform to a readability level indicator (Dale-Chall, etc.)
3. The inventory should be neatly typed so a child would not be ahmpered in reading it.

Packet Materials:

Module: IV, 3P, 3 Modular Credit ____

Title: Iowa Tests of Basic Skills

Rationale: Reading specialists should be familiar with a variety of reading achievement tests. It is important because often reading specialists are called upon to evaluate scores on tests.

Objective: Given one form of The Iowa Tests of Basic Skills and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of The Iowa Tests of Basic Skills.
3. Manual of instructions for the test.
4. ______

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 4 **Modular Credit** ____

Title: Gates Reading Survey

Rationale: Reading specialists should be familiar with a variety of reading achievement tests. It is important because often reading specialists are called upon to evaluate scores on tests.

Objective: Given one form of the Gates Reading Survey and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of the Gates Reading Survey.
3. Manual of instructions for the test.
4. ____

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 5 Modular Credit ____

Title: Metropolitan Achievement Test

Rationale: Reading specialists should be familiar with a variety of reading achievement tests. It is important because often reading specialists are called upon to evaluate scores on tests.

Objective: Given one form of The Metropolitan Achievement Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of the Metropolitan Achievement Test.
3. Manual of instructions for the test.
4. ____

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 6 Modular Credit ____

Title: Gates - Mac Ginitie Reading Tests

Rationale: Reading specialists should be familiar with a variety of reading achievement tests. It is important because often reading specialists are called upon to evaluate scores on tests.

Objective: Given one form of the Gates - Mac Ginitie Reading Tests, and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of the Gates - Mac Ginitie Reading Tests.
3. Manual of instructions for the test.
4. ____

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 7 Modular Credit _____

Title: Wide Range Achievement Test

Rationale: Reading specialists should be familiar with a variety of reading achievement tests. It is important because often reading specialists are called upon to evaluate scores on tests.

Objective: Given one form of the Wide Range Achievement Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # _____
2. View the video taped demonstration of the Wide Range Achievement Test.
3. Manual of instructions for the test.
4. ______

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 8 Modular Credit ____

Title: The Nelson Denny Reading Test

Rationale: Reading specialists should be aware of high school/college reading vocabulary/comprehension tests so that when they encounter an adolescent or older age student who is an adequate independent reader, his or her skills can be judged.

Objective: Given one form of the Nelson Denny Reading Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of The Nelson Denny Reading Test.
3. Manual of instructions for the test.
4. ______.

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 9 Modular Credit ____

Title: Davis Reading Test

Rationale: Reading specialists should be aware of high school/college reading vocabulary/comprehension tests so that when they encounter an adolescent or older age student who is an adequate independent reader, his or her skills can be judged.

Objective: Given one form of the Davis Reading Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of the Davis Reading Test.
3. Manual of instructions for the test.
4. ______

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 10 **Modular Credit** ____

Title: Cooperative English Tests (Reading)

Rationale: Reading specialists should be aware of high school/college reading vocabulary/comprehension tests so that when the encounter an adolescent or older age student who is an adequate independent reader, his or her skills can be judged.

Objective: Given one form of the Cooperative English Tests (Reading), and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. View the video taped demonstration of the Cooperative English Tests (Reading).
3. Manual of instructions for the test.
4. ____

Indicator: Completed test form and one page interpretation.

Evaluation: The completed test will conform to the directions in the manual. The interpretation will indicate that the student understood the directions.

Module: IV, 3P, 11 Modular Credit ____

Title: Informal Inventories - Make one from basal readers

Rationale: Basal readers are the easiest set of books to use in making up your own Informal Reading Inventory. However, they don't always come out the reading level indicated; it depends on what readability formula you use.

Objective: Given a set of graded basal readers at the elementary level, construct an informal reading inventory being very careful to assure that each level conforms to a chosen readability formula.

Learning Alternatives:

1. Packet # ____
2. Visit the college curriculum materials center.
3. Visit an elementary school that uses basal readers.
4. Have a conversation with a reading specialist who uses informal inventories.
5. Kaluger and Kolson, Reading and Learning Disabilities, Merrill, 1969, pp. 131-136
6. ________

Indicator: The so-constructed Informal Inventory.

Evaluation:

1. Somewhere in the inventory, it should be indicated exactly how it was constructed.
2. Words appear to be at appropriate level.
3. Lengths of sentences appear to be at appropriate level.

Module: IV, 3P, 12 Modular Credit ____

Title: Comparing Informal Inventory results to Standardized Test Results.

Rationale: It is said that the results of informal inventories are more honest, more close to the truth than are results of standardized tests. Scores on informal inventories are usually lower than scores on standardized tests. You test out that statement.

Objective: Given a child who has recently taken a standardized reading achievement test, administer an informal reading inventory and write a one- page paper discussing the merits of each score.

Learning Alternatives:

1. Packet # ____
2. Listen to Roger Farr tape on Measurement.
3. __________

Indicator: Completed Informal Inventory, standardized test score and one page paper.

Evaluation: The paper should indicate the relative merits of each test score and some possible reasons for a difference if there is one.

Module: IV, 3P, 13 Modular Credit ____

Title: Make up your own test.

Rationale: If we are to believe Roger Farr and David Yarington, most reading tests are not valid measures of reading ability. This module gives you a chance to make up your own reading test covering a variety of word analysis skills, vocabulary, comprehension, whatever - use your imagination! But, how are you going to indicate the test's validity?

Objective: Given the fact that most reading tests are not valid measures of reading, construct a reading test which is imaginative and innovative and establish its validity in some way.

Learning Alternatives:

1. Packet # ____
2. Farr, Roger, Reading: What Can Be Measured, IRA, 1969
3. Yarington, David, The Great American Reading Machine, Agathon, 1976, chapter IX
4. ____

Indicator: The test.

Evaluation: Pass, if test has been written covering at least 4 different skills and some sort of validity has been established.

Module: IV, 3C, 1 Modular Credit ____

Title: Informal Inventories- pros and cons.

Rationale: Reading specialists should have a rationale for accepting or rejecting the results of informal inventories. This module gives you the opportunity to compare and contrast inventories.

Objective: Given several different forms of informal reading inventories and given research literature concerning them, develop a one-page paper explaining the arguments for and against their use and your personal opinion pro or con.

Learning Alternatives:

1. Packet # ____
2. Durr, William K. (ed.by), "Evaluating Progress in Reading Through Informal Procedures", *Reading Instruction: Dimensions and Issues*, Houghton Mifflin Co., Boston, 1967 pp. 317-327
3. Schneyer, J. Wesley, "Research", University of Pennsylvania; Kender, Joseph P., "Informal Reading Inventories", Lehigh University, *The Reading Teacher*, Nov. 1970, pp. 165-166
4. Harris, Albert J., "Evaluating Performance in Reading, I", *How to Increase Reading Ability*, David Mc Kay Co., Inc., New York, 1962, pp. 152-166
5. Bond, Guy L. and Tinker, Miles A., "Informal Procedures", *Reading Difficulties*, Appleton-Century-Crofts, New York, 1967, pp. 198-203
6. Johnson, Marjorie Seddon, "Reading Inventories for Classroom Use", *Reading Instruction: Dimensions and Issues*, Houghton Mifflin Co., Boton, 1967 [illegible]
7. __________

Indicator: one page paper.

Evaluation:

1. The paper should indicate that the student has read at least three of the references.

2. The paper should indicate that the student understands at least 3 arguments both for and against the use of informal inventories.

Packet Materials:

Module: IV, 3C, 2 Modular Credit ____

Title: Readability

Rationale: Especially in estimating reading levels of children, reading specialists must be able to determine the readability levels of reading material. There are several ways to do this, with varying degrees of accuracy.

Objective: Given a children's book, determine the readability level of the book using at least four readability formulae or techniques indicating in a one-page paper, the procedures used.

Learning Alternatives:

1. Packet # ____
2. Readability Formulae
3. Yarington, David, The Great American Reading Machine, Agathon, 1976, Chapter 4
4. Bormuth, John R., "Reading Literacy: Its Definition and Assessment", Reading Research Quarterly, IX, No. 1, pp. 7-65
5. ________

Indicator: one page paper.

Evaluation: The explanations of procedures in the one page paper should conform to the established procedure for the formula chosen.

Module: IV, 3C, 3 Modular Credit ____

Title: Readability Comparisons

Rationale: Different readability formulae are apt to yield different readability levels depending on the criteria the formulae use.

Objective: Given at least 3 readability formulae, apply each to a book of your choice, then defend or argue against the use of each readability formula indicating its strengths and weaknesses in a one-page paper.

Learning Alternatives:

1. Packet # ____
2. Yarington, David, The Great American Reading Machine, Agathon, 1976, Chapter 4.
3. Have a conversation with a reading specialist about readability formulae.
4. ________

Indicator: one page paper

Evaluation: The paper should clearly state strengths and weaknesses of each formula chosen.

Module: IV, 3C, 4 Modular Credit ____

Title: Mental Measurement Yearbooks.

Rationale: It is important for reading specialists to question the validity of tests that are used. The Mental Measurement Yearbooks, Oscar Buros, editor, contain critical reviews of all tests in print written by experts in the various fields (Reading is one of the fields covered).

Objective: Given three of the standardized tests required in this component, look them up in the Mental Measurement Yearbooks and fill out the appropriate test review form provided.

Learning Alternatives:

1. Packet # ____
2. Test review form
3. Buros, Mental Measurement Yearbooks (in the library)
4. ________

Indicator: Completed test review forms.

Evaluation: Review form information will be accurate when checked with Mental Measurement Yearbook information.

Module: IV, 3C, 5 Modular Credit ____

Title: Make up your own test

Rationale: Teachers are often called upon to design tests to test specific skills for which there is not published test available.

Objective: Given three reading skills of your choice, construct a reading test to measure those skills; administer the test to a learner; compare the results to the results of a standardized test administered earlier; and write up the results in a one page paper.

Learning Alternatives:

1. Packet # ____
2. Teacher Made Tests Handbook, Educational Testing Service, Princeton, N.J.
3. Ten Brink, Terry, Evaluation, A Practical Guide for Teachers, Mc Graw-Hill, 1974, pp. 337-407
4. ____________

Indicator: One page paper, test

Evaluation: Professor's subjective opinion of the validity of the test.

Module: IV, 3C, 6 Modular Credit ____

Title: Reading: What Can Be Measured

Rationale: Roger Farr's book is one of the most honest books on the measurement of teading. He points out the limitations of tests. However, he is also a test author. It is interesting to see how his point of view changes over time.

Objective: Given the book, Reading:What Can Be Measured, and a taped speech by the author, Roger Farr, some five years after publication of the book, read and listen, then indicate the differences in his points of view in a three page paper.

Learning Alternatives:

1. Farr, Roger, Reading: What Can Be Measured, IRA, 1969
2. Tape- Roger Farr on Measurement.
3. ________

Indicator: 3 page paper

Evaluation: At least 4 differences in point of view should be mentioned citing page numbers from the book and quotes from the tape.

Module: IV, 3E, 1 Modular Credit ____

Title: Test your own reading.

Rationale: Reading teachers need to experience taking tests themselves; they need to be aware of their own reading ability.

Objective: Given the Davis Reading Test, take the test and score it using the manual provided.

Learning Alternatives:

1. The Davis Reading Test
2. Manual
3. Answer sheets
4. See Packet # ____
5. ________

Indicator: Completed test.

Evaluation: This is an expressive objective.

Competency 4: The reading specialist identifies specific reading difficulties experienced by the learner.

Module: IV, 4P, 1

Title: Roswell-Chall Diagnostic Reading Test of Word Analysis Skills

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Roswell-Chall Diagnostic Reading Test of Word Analysis Skills and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. __________

Indicator: Completed test form and a one-page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Module: IV, 4P, 2 Modular Credit _____

Title: Roswell-Chall Auditory Blending Test

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Roswell-Chall Auditory Blending Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # _____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. ________

Indicator: Completed test form and one-page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Module: IV, 4P, 3 Modular Credit _____

Title: Durrell Analysis of Reading Difficulty

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Durrell Analysis of Reading Difficulty and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # _____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. ______

Indicator: Completed test form and one-page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Module: IV, 4P, 4 Modular Credit ____

Title: Durkin Phonics Knowledge Survey

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Durkin Phonics Knowledge Survey and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. ________

Indicator: Completed test form and one page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Module: IV, 4P, 5 Modular Credit ____

Title: Gray Oral Reading Test

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Gray Oral Reading Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. ____

Indicator: Completed test form and one page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Module: IV, 4P, 6 Modular Credit ____

Title: Gilmore Oral Reading Test

Rationale: Reading specialists must be aware of a variety of diagnostic tools for determining specific weaknesses in the learner. Some of these tests are standardized; some are criterion referenced. Specialists need to know specifically what children know and what they do not know.

Objective: Given the Gilmore Oral Reading Test and a learner, the student will administer, score and interpret the test.

Learning Alternatives:

1. Packet # ____
2. Read the manual if one is available.
3. View the video taped demonstration of the test.
4. Observe a reading clinician administering the test.
5. ____

Indicator: Completed test form and one page interpretation.

Evaluation:

1. The test form should be completely filled out.
2. The interpretation paper should indicate that the student understands the purpose of the diagnostic test.

Competency 5: The reading specialist identifies other factors limiting the learner's reading development.

Module: IV, 5P, 1

Title: Harris Test of Lateral Dominance

Rationale: Some reading specialists claim that several seemingly "far out" variables are contributing factors to reading disability. It is important to be familiar with these variables and tests purporting to test them.

Objective: Given a learner, administer the Harris Test of Lateral Dominance and fill out the test form, having read the manual.

Learning Alternatives:

1. Packet # _____
2. Test manual.
3. View the video taped demonstration of the test.
4. Look up the test review in the appropriate issue of The Mental Measurement Yearbooks.
5. _______

Indicator: Completed test form.

Evaluation:

1. The test form should be filled out according to instructions in the manual.

Module: IV, 5P, 2 Modular Credit ____

Title: Illinois Test of Psycholinguistic Abilities

Rationale: Some reading specialists claim that several seemingly "far out" variables are contributing factors to reading disability. It is important to be familiar with these variables and tests purporting to test them.

Objective: Given a learner, administer the *Illinois Test of Psycholinguistic Abilities* and fill out the test form, having read the manual.

Learning Alternatives:

1. Packet # ____
2. Test manual.
3. View the video taped demonstration of the test.
4. Look up the test review in the appropriate issue of *The Mental Measurement Yearbooks.*
5. ____

Indicator: Completed test form.

Evaluation: The test form should be filled out according to instructions in the manual.

Module: IV, 5P, 3 Modular Credit ____

Title: Frostig Developmental Tests of Visual Perception

Rationale: Some reading specialists claim that several seemingly "far out" variables are contributing factors to reading disability. It is important to be familiar with these variables and tests purporting to test them.

Objective: Given a learner, administer the Frostig Developmental Tests of Visual Perception and fill out the test form, having read the manual.

Learning Alternatives:

1. Packet # ____
2. Test manual.
3. View the video taped demonstration of the test.
4. Look up the test review in the appropriate issue of The Mental Measurement Yearbooks.
5. ______

Indicator: Completed test form.

Evaluation: The test form should be filled out according to instructions in the manual.

Module: IV, 5P, 4 Modular Credit ____

Title: Slingerland Screening Tests for Identifying Children With Specific Language Disability.

Rationale: Some reading specialists claim that several seemingly "far out" variables are contributing factors to reading disability. It is important to be familiar with these variables and test purporting to test them.

Objective: Given a learner, administer the Slingerland Screening Tests for Identifying Children With Specific Language Disability and fill out the test form, having read the manual.

Learning Alternatives:

1. Packet # ____
2. Test manual.
3. View the video taped demonstration of the test.
4. Look up the test review in the appropriate issue of The Mental Measurement Yearbooks.
5. ________

Indicator: Completed test form.

Evaluation: The test form should be filled out according to instructions in the manual.

Module: IV, 5P, 5 Modular Credit _____

Title: Telebinocular

Rationale: Accurate visual acuity is necessary for reading. The telebinocular is an eye screening device like the eye test you take for a driver's license. It is important for reading specialists to know how to administer the telebinocular. All primary children should have such a screening.

Objective: Given an individual telebinocular, administer the test to a learner, interpret it and write a one page description of the results.

Learning Alternatives:

1. Packet # _____
2. Read the manual of directions for administration for the individual telebinocular.
3. Harris, Albert, How To Increase Reading Ability, Mc Kay, 5th ed., 1970, pp. 248-256
4. Observe a clinician administering a telebinocular test.
5. View the videotaped demonstration of the telebinocular.
6. _________

Indicator: Completed test record and one-page paper.

Evaluation:

1. The paper should reflect an understanding of the various visual defects the test is designed to discover.
2. The test form should indicate a proper administration of the test.

Module: IV, 5P, 6 Modular Credit _____

Title: Audiometer

Rationale: Accurate auditory acuity is necessary for learning to read. The audiometer is a screening device to find out if a child should be referred to a medical doctor for testing. All primary children should have such a screening.

Objective: Given an individual audiometer, administer the screening test to a learner, score the results on the form provided and interpret the results in a one page paper.

Learning Alternatives:

1. Packet # _____
2. View the video-taped demonstration of an individual telebinocular.
3. Read the manual for administration.
4. Read Harris, Albert, How To Increase Reading Ability, Mc Kay, 5th ed., 1970, pp. 156-158
5. _______

Indicator: Test form and one-page paper.

Evaluation:

1. The completed test form should indicate a proper administration of the test.
2. The one page interpretation should indicate a familiarization with the possible hearing problems a learner could have which would be evident as a result of the use of this screening device.

Module: IV, 5P, 7 Modular Credit ____

Title: Visual Discrimination

Rationale: Visual discrimination, seeing likenesses and differences, is a necessary prerequisite skill for learning to read. Reading specialists must know how to recognize a learner who is deficient in this visual skill.

Objective: Given some sample visual discrimination tests, make up your own and administer it to a learner.

Learning Alternatives:

1. Packet # ____
2. Harris, Albert, How To Increase Reading Ability, Mc Kay, 1970, p. 27
3. Kaluger and Kolson, Reading and Learning Disabilities, Merrill, 1969, pp. 226-228.
4. ________

Indicator: Test

Evaluation: Check the validity of the test given the criteria in Harris and Kaluger and Kolson.

Module: IV, 5P, 8 Modular Credit ____

Title: Wepman Auditory Discrimination Test

Rationale: The Wepman test is the most well known test of auditory discrimination. Reading specialists should be familiar with it.

Objective: Given the Wepman Auditory Discrimination Test, administer it to a learner and submit the test record.

Learning Alternatives:

1. Packet # ____
2. Nober, Linda, A Study of Classroom Noise As A Factor Which Effects The Auditory Discrimination Performance of Primary Grade Children, unpublished Doctoral Dissertation, University of Mass., 1972
3. ________

Indicator: Test record.

Evaluation: Satisfactorily completed record.

Module: IV, 5P, 9 Modular Credit ____

Title: Auditory Discrimination

Rationale: Auditory Discrimination, hearing likenesses and differences, is a necessary skill for learning to read. Reading specialists must know how to recognize a learner who is deficient in this very important auditory skill.

Objective: Given some sample auditory discrimination activities, make up your own auditory discrimination test and administer it to a learner.

Learning Alternatives:

1. Packet # ____
2. Kaluger and Kolson, Reading and Learning Disabilities, Merrill, 1969, pp. 225-226
3. Wepman Auditory Discrimination Test
4. ________

Indicator:

Evaluation:

Competency 6: The reading specialist summarizes all diagnostic data judged to affect the learner's reading performance.

Module: IV, 6P, 1 Modular Credit ____

Title: Case Study

Rationale: Reading specialists rarely write a full-blown complete diagnostic case study, gathering all the information themselves; they don't have time. But it is important to do it once, to have the experience and to know what the components of such a study are. Most case reports are summaries of 2 or 3 pages. This one ought to be several pages in length.

Objective: Given a learner who has a reading disability, complete a diagnostic case study in the format prescribed in the Packet.

Learning Alternatives:

1. Packet # ____
2. See sample case studies.
3. Attend a series of lectures on the case study.
4. View the video tape, "Can't Get That Word".
5. Harris, Albert, Casebook On Reading Disability, Mc Kay, 1970.
6. Wilson, Robert, Diagnostic and Remedial Reading, Merrill, 1967, pp. 65--
7. Harris, Albert, How To Increase Reading Ability, Mc Kay, 5th ed., 1970
8. ________

Indicator: Completed study.

Evaluation:

1. We expect a high level of competence in the administration and interpretation of all the tests in the modules preceding this one. In other words there are several prerequisites for this objective.
2. The case study should have objectively written sections covering introduction, background, capacity, reading diagnosis, summary and recommendations in a similar format as the sample case study in the packet.

Module: IV, 6P, 2 Modular Credit ____

Title: Case Study Summary

Rationale: Most reading specialists write short case studies of their own design, because they don't have the time to prepare the longer study of IV, 6P, 1.

Objective: Given some sample case study summary formats, conduct a case study with a learner and write a case study summary of your own design. (Having completed IV, 6P, 1 as a prerequisite)

Learning Alternatives:

1. Packet # ____
2. View several case study formats.
3. Harris, Albert, Casebook on Reading Disability, Mc Kay, 1970
4. ______

Indicator: Completed Case Study Summary.

Evaluation:

1. We expect a high level of competence in the administration and interpretation of all the tests in the modules preceding this one. In other words there are several prerequisites for this objective.
2. The case study should have objectively written sections covering introduction, background, capacity, reading diagnosis, summary and recommendations in a similar format as the sample case study in the packet.

DIAGNOSTIC SUMMARY SHEET

(This is a report of the student's performance upon certain important reading and psychological tests. A report on the complex of educational, psychological, and physical factors which usually contribute to reading difficulties is reserved for conference.)

NAME: AGE: GRADE:

Date(s) examined:

Informal Reading Survey Results:

Independent level: _____ (the level of difficulty in terms of reader level at which the student can read comfortably on his own.)

Instructional level: _____ (the level of difficulty in terms of reader level at which the student can function most appropriately for instructional purposes.)

Comments:

Silent Reading:

Oral Reading:

Reading Index: _____ (derived from a comparison of the student's reading ability with his mental ability which means in this case that the student is achieving in reading approximately _____ of that which might be expected of him in view of his present estimated mental ability.)

Intelligence Screening:

Visual Screening:

Auditory Screening:

Other Findings:

Recommendations:

____
Examiner

Competency 7: The reading specialist analyzes and interprets all data, formulates prognosis, and makes recommendations for instruction.

Module: IV, 7C, 1 Modular Credit ____

Title: Lecture Notes

Rationale: Rather than sit through 16 lectures on analyzing and interpreting data on reading disability, the student can read lecture notes on this topic. Reading specialists really can only gain the "sense" of analyzing and interpreting data through years of experience doing it. But the lecture notes will give you the benefit of other specialists' experience.

Objective: Given 55 pages of lecture notes on analyzing and interpreting data on reading disability, read the notes and participate in a discussion on them with another student and professor of reading.

Learning Alternatives:

1. Packet # ____
2. Fifty-five pages of lecture notes of a professor of Diagnosis of Reading Difficulties.
3. ________

Indicator: Conversation with a professor.

Evaluation: The professor's subjective judgement of the student's understanding of the lecture.

Module: IV, 7C, 2 Modular Credit _____

Title: Harris Text

Rationale: It is sometimes important to read textbooks, especially when one text is a recognized classic in the field.

Objective: Given Harris, Albert, How To Increase Reading Ability, Mc Kay, 1970, (5th edition), read the book.

Learning Alternatives:

1. the book
2. _____

Indicator: 100 question objective test on the book.

Evaluation: At least 75% correct on the test passes.

Module: IV, 7C, 3 Modular Credit ____

Title: Journal articles on diagnosis

Rationale: It is important for reading specialists to be familiar with current research and research topics in the area of diagnosis of reading difficulties. It is also important for reading specialists to be familiar with the journals reporting such research.

Objective: Given five journal articles included in the annotated Bibliography for Diagnosis of Reading Difficulties, read five research articles and write a one page precis of each.

Learning Alternatives:

1. Packet # ____
2. Bibliography
3. Journals available in the library.
4. ________

Indicator: Five one page precis.

Evaluation: Each precis should be in the same format as the research study reported.

Module: IV, 7E, 1 Modular Credit ____

Title: Visit Reading Clinics

Rationale: Reading specialists often refer children to a special reading clinic for special testing or remediation. It is important to be familiar with the day to day activities of such a clinic whether it be in a school, college, university, hospital or privately run.

Objective: Given a variety of reading clinics in the area, visit at least one and spend an entire working day at that location.

Learning Alternatives:

1. Packet # ____ contains locations of reading clinics and personnel to contact to set up appointments.
2. ____

Indicator: Note from reading clinic personnel indicating one day was spent observing.

Evaluation: This is an expressive objective.

Component V

Learning/Study Styles

by

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Component V - Learning/Study Styles

Competency 1: Reading specialists are aware of their own Learning/Study Styles and the importance of the awareness of such styles.

Competency 2: Reading specialists know and can teach time scheduling skills.

Competency 3: Reading specialists know and can teach organization skills.

Competency 4: Reading specialists know and can teach note-taking skills.

Competency 5: Reading specialists know and can teach listening skills.

Competency 6: Reading specialists know and can teach examination taking skills.

Competency 7: Reading specialists know and can teach speed reading skills.

Competency 8: Reading specialists know and can teach flexible reading skills.

Competency 9: Reading specialists know and can teach textbook reading skills.

Competency 10: Reading specialists know and can teach memory devices.

Competency 11: Reading specialists know the place of study skills in the Secondary Reading Program and have experience in such programs.

Competency 1: READING SPECIALISTS ARE AWARE OF THEIR OWN LEARNING/STUDY STYLES AND THE IMPORTANCE OF THE AWARENESS OF SUCH STYLES.

Module V, 1E, 1 Modular Credit__________

Title: Inventory Your Own Learning/Study Style

Rationale: We all learn/study different ways and with varying efficiencies. As students we must attempt to maximize our most efficient learning/study style with the material to be learned.

Objective: Given a learning/study style inventory, complete it honestly and interpret your scores.

Learning Alternatives:

1. Kolb, D.A., Rubin, I., and McIntyre, M., Organizational Psychology, An Experiential Approach, 2nd edition, Prentice Hall Inc., 1974, "Learning Style Inventory", pp. 23-27.
2. Yarington, David J., Reading-Study Survival in College, Bobbs-Merrill, 1976, "Learning/Study Inventory".
3. __________

Indicator: A completed inventory

Evaluation: Expressive

Module V, 1F, 1 Modular Credit___________

Title: Administer Learning/Study Style Inventories

Rationale: The experience gained from administering a learning/study style inventory to a group makes one realize how different we are from one another. This reinforces the notion that teachers must fit the instructional techniques and materials to the styles of the students.

Objective: Given a group of learners, administer at least five learning/study style inventories and discuss the results with the learners, reporting your observations in a one page paper.

Learning Alternatives:

1. See V, 1E, 1
2. ________

Indicator: One page paper

Evaluation: The paper should indicate the differences and similarities among the inventory results.

Competency 2: READING SPECIALISTS KNOW AND CAN TEACH TIME SCHEDULING SKILLS.

Module V, 2C, 1 Modular Credit____________

Title: Time Scheduling

Rationale: Scheduling one's time in school can mean the difference between getting one's work done or not. Learning this skill starts as early as fourth grade. It is sometimes never taught until it's too late.

Objective: Given several means of time scheduling, list three and indicate the one best suited for you in a one page paper.

Learning Alternatives:

1. Christ, pp. 3-8, 13-24.*
2. Morgan and Deese, pp. 13-24.*
3. Pauk, Chapter 3, pp. 18-32.*
4. Preston and Botel, pp. 87-94.*
5. Raygor and Wark, pp. 19-29.*
6. Robinson, pp. 78-82.*
7. Lecture on scheduling time.
8. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
9. ____________

*See Study Skills Bibliography at the end of Component V.

Indicator: Paper

Evaluation: Three methods and one best suited for should be in paper.

Module V, 2P, 1 Modular Credit________

Title: Teaching Time Scheduling

Rationale: See 2C, 1

Objective: Given a group of learners, design and teach a one hour lesson on time scheduling.

Learning Alternatives:

1. Component XIII.
2. See 2C, 1
3. ________

Indicator: One hour lesson.

Evaluation: At least two presentation skills should be evidenced. At least four scheduling schemes should be presented.

Approval of master teacher.

Competency 3: READING SPECIALISTS KNOW AND CAN TEACH ORGANIZATION SKILLS.

Module V, 3C, 1 Modular Credit________________

Title: Organization Skills

Rationale: Organization skills cover all kinds of organizations from sentence and paragraph patterns to organizational patterns in specific subject matter areas.

Objective: Given several articles on organization skills, indicate that you have read three in three one page papers.

Learning Alternatives:

1. Karlin, 79-84.*
2. Krantz and Kimmelman, 167-201.*
3. Niles, 77-86, 67-76, 91-92.*
4. Brown and Adams, 75-90.*
5. Lecture on organization skills.
6. ___________

*See Study Skills Bibliography at the end of Component V.

Indicator: Three one page papers.

Evaluation: Indication that the student has read the article or chapter or section.

Module V, 3P, 1 Modular Credit____________

Title: Teaching Organization Skills

Rationale: See 3C, 1

Objective: Given a group of learners, teach at least three organization skills of your choice, using at least three presentation skills in a one hour lesson.

Learning Alternatives:

1. See 3C, 1
2. See Component XIII.
3. ________

Indicator: Presentation

Evaluation: At least three organization skills should be presented.

Approval of master teacher.

Competency 4: READING SPECIALISTS KNOW AND CAN TEACH NOTE-TAKING SKILLS.

Module V, 4C, 1

Modular Credit____________

Title: Note-taking

Rationale: Note-taking or note-making-that is the question. How can you outline notes when the lecturer is unorganized? Does taking notes interfere with listening? Should I learn short-hand? Answer these and other questions with this module.

Objective: Given several chapters or a lecture on note-taking, write a two page paper on what you learned and how you would ideally change your behavior in noting.

Learning Alternatives:

1. Pauk, 125-139, 153-166.*
2. Butler and Jacoby, 1-24.*
3. Preston and Botel, 19-24.*
4. Wark and Morgan, entire book.*
5. Lecture on note-taking.
6. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
7. ____________

*See Study Skills Bibliography at the end of Component V.

Indicator: Two page paper

Evaluation: At least two strategies should be explained in the paper.

Module V, 4P, 1 Modular Credit____________

Title: Teach Note-taking

Rationale: 4C, 1

Objective: Given a group of learners, teach several note-taking skills in a ½ hour lesson utilizing at least three presentation skills.

Learning Alternatives:

1. See 4C, 1
2. _______

Indicator: Presentation

Evaluation: At least two note-taking skills should be taught using at least three presentation skills.

Approval of a master teacher.

Competency 5: READING SPECIALISTS KNOW AND CAN TEACH LISTENING SKILLS.

Module V, 5C, 1 Modular Credit_______

Title: Listen

Rationale: Listening is as important in school as it is in human relations and, believe it or not, it is the least taught of all the language arts.

Objective: Given several listening strategies, weave at least five of them into a one or two page paper on the topic.

Learning Alternatives:

1. Preston and Botel, 59-68.*
2. Raygor and Ward, 7-18.*
3. Pauk, 35-51.*
4. Brown (alternate edition), 98-108.*
5. Brown (revised edition), 96-109.*
6. Eisenberg, A.M. and Smith,Ralph, Nonverbal Communication, Bobbs-Merrill, 1971.
7. Raygor, Al, Editor, Listening and Note-taking, McGraw-Hill, 1970.
8. Mills, E.P., Listening: Key to Communication, Petrocelli Books, New York, 1974.
9. Weaver, Carl H., Human Listening, Bobbs-Merrill, 1972.
10. Lecture on listening skills (TQLR).
11. Duker, Sam, Listening Bibliography, 2nd edition, Scarecrow Press, Metuchen, N.J., 1968.

*See Study Skills Bibliography at the end of Component V.

Indicator: One or two page paper

Evaluation: At least five strategies citing your references.

Module V, 5P, 1 Modular Credit__________

Title: Teach to Listen

Rationale: 5C, 1

Objective: Given a group of learners, teach a one hour lesson on classroom listening strategies including at least one strategy on the power of non-verbal cues.

Learning Alternatives:

1. See 5C, 1
2. ________

Indicator: Presentation

Evaluation: Approval of a master teacher.

Competency 6: READING SPECIALISTS KNOW AND CAN TEACH EXAMINATION TAKING SKILLS

Module V, 6C, 1 Modular Credit____________

Title: Exam-taking

Rationale: A sharp exam taker has an advantage over a "freezer", but did you know that you can be taught to be test-wise? We can teach kids to beat tests instead of griping about them!

Objective: Given several exam-taking hints, try them out on at least two exams of your choice, and report the results in a one page paper.

Learning Alternatives:

1. Adams, 149-153 (Sciences).*
2. Adams, 175-182 (Humanities).*
3. Millman and Pauk, entire book.*
4. Christ, 55-66, 63-69.*
5. Raygor and Wark, 53-72.*
6. Edwards and Silvaroli, 57-62.*
7. Perry, Wm., "Examsmanship and the Liberal Arts," in Ryan and Cooper, Kaleidoscope, Readings in Education, 2nd edition, Harper and Row, 1975.
8. Lecture on exam-taking.
9. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
10. ____________

*See Study Skills Bibliography at the end of Component V.

Indicator: Take two exams and submit a one-page paper.

Evaluation: One page paper

Module V, 6P, 1 Modular Credit______________

Title: Teach Exam Taking

Rationale: 6C, 1

Objective: Given a group of learners, teach at least five exam taking skills using at least three presentation skills.

Learning Alternatives:

1. 6C, 1
2. __________

Indicator: Presentation

Evaluation: At least five skills; at least three presentation skills. Approval of a master teacher.

Competency 7: READING SPECIALISTS KNOW AND CAN TEACH SPEED READING SKILLS.

Module V, 7C, 1 Modular Credit________

Title: Speed Reading

Rationale: It is physically impossible to read faster than 600 to 900 words per minute if you define reading as seeing every word. Can you learn to speed read?

Objective: Given all the tricks, gimmicks and psychology of speed reading, indicate that you understand the common sense of it all in a two page paper.

Learning Alternatives:

1. Carter and McGinnis, 59-61.*
2. Raygor and Schick, 3-63.*
3. Brown, J.I., "Quick Reading", Look, 1/22/70, 2/10/70.
4. Waldman, John, Rapid Reading Made Simple, Garden City Books, 1958.
5. Niles, 111-124.*
6. Berger, Allen, "Reading Rate:Claims and Controversies", in Proceedings of College Reading Association, Vol.,VIII, Fall, 1967, pp. 61-66.
7. Take a speed reading course.
8. Lecture on speed reading.
9. Educational Development Laboratories, McGraw Hill, Controlled Reader Practice.
10. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
11. ________________

*See Study Skills Bibliography at the end of Component V.

Indicator: Two page paper.

Evaluation: The paper should indicate that your understanding of speed reading is rational and based on research and common sense.

Speed Reading Bibliography

1. Blommers, P. and E.F. Lindquist, "Rate of Comprehension: Its Measurement and its Relation to Comprehension", *Journal of Educational Psychology*, XXXV, (1944) 449-472.

2. Buswell, Guy J., "Fundamental Reading Habits: A Study of Their Development," Supplementary Educ. Monographs, No. 21, Chicago: Dept of Education, University of Chicago, 1922. (Dodge article)

3. Buswell, Guy Thomas, "Remedial Reading at College and Adult Levels", Supplementary Education Monographs, No. 50, Chicago: University of Chicago, 1939.

4. Dodge. See Buswell, Guy J.

5. Flanagan, J.C., " Study of the Effect on Comprehension of Varying Speeds of Reading", in *Research on the Foundations of American Education*, Official Report of the American Educational Research Association. (Washington: The Association, 1939), 47-50.

6. Javal, Dr. Emile, "Sur la physiologie de las lecture", *Annales d'Ocultistique*, 1878 et 1879. (Several articles).

7. Judd, Charles Hubbard and Guy Thomas Buswell, *Silent Reading: A Study of the Various Types*. Supplementary Educational Monographs. No. 23, Chicago: University of Chicago Press, 1922.

8. Laycock, F., "Significant Characteristics of College Students with Varying Flexibility in Reading Rate", *Journal of Experimental Education*, XXIII (1955), 311-330.

9. Letson, C., "Speed and Comprehension in Reading", *Journal of Educational Research*, 52:49-53, October, 1958.

10. Pauk, Walter, "On Scholarship: Advice to High School Students", *The Reading Teacher*, Vol. 17, No. 2, November, 1963.

11. McDonald, A.S., "Flesibility in Reading" in *Reading as an Intellectual Activity*, International Reading Association Conference Proceeding, 8, 81-85, 1963.

12. Renshaw, Samuel, "The Visual Perception and Reproduction of Forms by Tachistoscopic Methods", *Journal of Psychology*, Vol. 20, 1945.

13. Spache, George D., "Is This a Breakthrough in Reading?", *The Reading Teacher*, Vol. 15, 1961-1962, 258-263.

14. Taylor, Stunford E., *Eye Movements and Reading: Facts and Fallacies*, Huntington, New York: Educational Developmental Laboratories, November, 1963, 18 pp. 21 ref.

Module V, 7P, 1 Modular Credit__________

Title: Teach Speed Reading

Rationale: You can double your reading speed or your money will cheerfully be refunded.

Objective: Given a group of learners, double the reading speed of at least half of them in two one-hour lessons.

Learning Alternatives:

1. 7C, 1
2. ____________

Indicator: Double the speed of half your learners in 2, one-hour lessons.

Evaluation: Approval of a master teacher.

Competency 8: READING SPECIALISTS KNOW AND CAN TEACH FLEXIBLE READING SKILLS.

Module V, 8C, 1 Modular Credit ____________

Title: Flexibility

Rationale: The single most outstanding attribute of a mature reader is his or her ability to adjust his or her rate of reading to the difficulty of the material and to his or her purpose.

Objective: Given information on flexible reading, indicate in a one-page paper the importance of flexibility.

Learning Alternatives:

1. Raygor and Schick, 65-167.*
2. Edwards and Silvaroli, 17-27.*
3. Karlin, 239-271 (skimming and scanning).*
4. Maxwell, entire book.*
5. Spache and Berg, 32-73.*
6. Yarington, D.J., "Some Second Thoughts on Teaching Speed and Flexibility to College Freshmen", Proceedings of College Reading Association, Vol. VIII, Fall, 1967, 8-12.
7. Lecture on flexibility.
8. McDonald, Arthur and George Zinny, Reading Versatility Test, McGraw-Hill Inc., 1968.
9. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
10. ________

*See Study Skills Bibliography at the end of Component V.

Indicator: One page paper

Evaluation: Sources should be indicated.

Module V, 8P, 1 Modular Credit__________

Title: Teach Flexibility

Rationale: "Most readers read the back of the Wheaties box at the breakfast table with the same rapt attention that they read their physics textbook", Walter Pauk, 1960.

Objective: Given a group of learners, teach the concept of flexibility using no less than three presentation skills.

Learning Alternatives:

1. 8C, 1
2. ________

Indicator: Presentation

Evaluation: Approval of a master teacher.

Competency 9: READING SPECIALISTS KNOW AND CAN TEACH TEXTBOOK READING SKILLS.

Module V, 9C, 1 Modular Credit___________

Title: Textbook Reading

Rationale: "Most readers read the back of the Wheaties box at the breakfast table with the same rapt attention that they read their Physics text". Walter Pauk, 1960. Textbook reading techniques are invaluable.

Objective: Given several text reading techniques, explain two in a two page paper.

Learning Alternatives:

1. Robinson, F. 15-40.*
2. Pauk, 140-166.*
3. Raygor and Wark, 46-49.*
4. Leedy, 47-51.*
5. Edwards and Silvaroli, 63-88.*
6. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
7. ______________

*See Study Skills Bibliography at the end of Component V.

Indicator: Two page paper

Evaluation: Each step of each technique should be explained in your own words.

Module V, 9P, 1 Modular Credit____________

Title: Teach Textbook Reading

Rationale: "Most readers read the back of the Wheaties box at the breakfast table with the same rapt attention that they read their Physics text." Walter Pauk, 1960. Textbook reading techniques are invaluable.

Objective: Given a group of learners, teach one textbook reading technique in a "convincing" manner to the satisfaction of a master teacher.

Learning Alternatives:

1. See 9C, 1
2. ___________

Indicator: Presentation

Evaluation: Approval of a master teacher.

Competency 10: READING SPECIALISTS KNOW AND CAN TEACH MEMORY SKILLS.

Module V, 10C, 1 Modular Credit ____________

Title: Mnemonics

Rationale: Memory devices are fun to know and fun to teach.

Objective: Given information on memory, distill what you have remembered in a one page paper indicating at least three strategies.

Learning Alternatives:

1. Christ, 127-142.*
2. Pauk, 61-78.*
3. Raygor and Wark, 127-142.*
4. ____________

*See Study Skills Bibliography at the end of Component V.

Indicator: One page paper.

Evaluation: At least three strategies.

Module V, 10P, 1 Modular Credit__________

Title: Teaching Mnemonics

Rationale: How do you spell Khrushchev? I know, let's see, "Khrushchev had rheumatism under Siberia; how could he export vodka?" I know!

Objective: Given a group of learners, teach at least three memory skills, in a one hour lesson to the satisfaction of a master teacher.

Learning Alternatives:

1. See 10C, 1
2. ________

Indicator: Presentation

Evaluation: Approval of a master teacher.

Competency 11: READING SPECIALISTS KNOW THE PLACE OF STUDY SKILLS IN A SECONDARY READING PROGRAM AND HAVE EXPERIENCES IN SUCH PROGRAMS.

Module V, 11C, 1 Modular Credit__________

Title: Secondary Reading Programs

Rationale: Secondary reading programs emphasize free reading, reading in content areas, study skills, speed reading, diagnosis of problems or remedial programs. What should be the top priority?

Objective: Given the possible areas of emphasis in a secondary reading program, design a program which emphasizes your choice, but at the same time is comprehensive and submit it in no more than a ten page paper.

Learning Alternatives:

1. I.R.A. Bibliography on secondary reading.
2. Hafner, L. (editor), Improving Reading in Middle and Secondary Schools, 2nd edition, MacMillan, 1974.
3. Herber, H., Teaching Reading in Content Areas, Prentice-Hall, 1970.
4. Burmeister, L., Reading Strategies for Secondary School Teachers, Addison-Wesley, 1974.
5. Lecture on secondary programs (videotaped)
6. Yarington, D.J., Reading-Study Survival in College, Bobbs-Merrill, 1976.
7. Visit several secondary reading programs.
8. Visit the college reading-study program.
9. Aukerman, Robert, Reading in the Secondary School Classroom, McGraw-Hill, 1972.
10. Smith, R. and Barrett, T., Teaching Reading in the Middle Grades, Addison-Wesley, 1974.
11. __________

Indicator: Secondary Reading program design.

Evaluation: Paper should include: recreational reading program, study skills, remedial program, diagnostic/prescriptive program, reading in the content areas and physical layout and materials.

Module V, 11C, 2

Modular Credit__________

Title: Reading About Reading

Rationale: There are only a few good books on secondary reading programs, mainly because there only a few good secondary reading programs. All schools don't have them.

Objective: Given a list of books on secondary reading programs, choose one and read it carefully and have a 15 minute discussion with your reading advisor about it.

Learning Alternatives:

1. See 11C, 1 for texts.
2. ________

Indicator: Discussion

Evaluation: Indications that the book has been read critically and alternatives considered.

Module V, 11C, 3 Modular Credit__________

Title: Beat the System or Change It

Rationale: The teaching of study skills just perpetuates more of the lecture-read the textbook-take the exam bullshit kind of teaching we find in colleges and universities: We ought to be training students to get teachers and professors to teach in accordance with several different learning styles.

Objective: Given the above rationale statement, react to it, for or against, in an organized two or three page response.

Learning Alternative:

none

Indicator: Two or three page paper.

Evaluation: The paper must react, for or against.

Module V, 11P, 1

Modular Credit___________

Title: Visit Secondary Labs.

Rationale: The best way to learn about secondary reading programs is to visit a few.

Objective: Given several secondary school reading programs, visit at least four and write a one-page paper on each denoting the place of study skills in the program.

Learning Alternatives:

1. Secondary reading programs.
2. ________

Indicator: Four one-page reports.

Evaluation: Papers should describe program briefly and state how much study skills are emphasized. Papers should also indicate types of materials used.

Module V, 11E, 2 Modular Credit____________

Title: Practicum in a Secondary Program

Rationale: After finishing modules 11P, 1, 11C, 1 and 11C, 2 plus several of modules 1-10, you should have an idea of the kind of program in which you would like to do some on-the-job training.

Objective: Given a secondary reading program of your choice, spend at least eight weeks full time, working in the program under the supervision of a master teacher.

Learning Alternatives:

1. Secondary reading program approved by your professor.
2. ____________

Indicator: See rationale for prerequisite modules.

Evaluation: Expressive

Study Skills Bibliography

1. Adams, V. Royce, How To Read the Humanities, Glenview, Illinois: Scott, Foresman, 1969.

2. Adams, V. Royce, How To Read the Sciences, Glenview, Illinois: Scott, Foresman, 1970.

3. Brown, Charles M. and Adams,V. Royce, How To Read the Social Sciences, Glenview, Illinois, Scott, Foresman, 1968.

4. Brown, James, Efficient Reading, (alternate and revised), D.C. Heath, 1956, 1962.

5. Butler, John H. and Jacoby Theresa J., Higher Grades Through Better Notes, Palo Alto, California, Fearon Publishers, 1965.

6. Carter, Homer, C.J. and McGinnis, Dorothy J., Reading: A Key to Academic Success, Dubuque, Iowa: Wm. C. Brown, 1967.

7. Christ, Frank, SR/SE Resource Book, Chicago: Science Research Associates, 1969.

8. Edwards, John L. and Silvaroli, Nicholas J., Reading Improvement Program, Dubuque, Iowa: William C. Brown Company, 1969.

9. Karlin, Robert, Reading for Achievement, New York: Holt, Rinehart and Winston, Inc. 1969.

10. Krantz, Harriet and Kimmelman, Joan, Focus in Reading, Boston: Ally & Bacon, 1970.

11. Leedy, Paul D., Read With Speed and Precision, New York: McGraw Hill, 1963.

12. Maxwell, Martha, Skimming and Scanning Improvement, New York: McGraw-Hill, 1969.

13. Millman, Jason and Pauk, Walter, How To Take Test, New York: McGraw-Hill, 1969.

14. Morgan, Clifford D. and Deese, James, How To Study, New York: McGraw-Hill, 1969.

15. Niles, Oliver Stafford, Bracken, Dorothy Kendall, Dougherty, Mildred A., Kinder, Robert Farrar, Tactics in Reading II, Glenview, Illinois: Scott Foresman and Company, 1964.

16. Pauk, Walter, How To Study In College,Boston: Houghton-Mifflin, 2nd edition, 1974.

17. Preston, Ralph C. and Botel, Morton, How To Study, Chicago: Science Research Associates, 1967.

18. Raygor, Alton L. and Schick, George B., Reading At Efficient Rates, New York: McGraw-Hill, 1970.

19. Raygor, Alton L. and Wark, David M. Systems For Study, New York: McGraw-Hill, 1970.

20. Robinson, Francis P., Effective Study, New York: Harper and Row, 1970.

21. Spache, George D. and Berg, Paul C., The Art of Efficient Reading, New York Macmillan Company, 1966.

22. Wark, David M. and Hogen, Monica, Read Underline Review, New York: McGraw-Hill, 1970.

Component VI

The Future: Trial/Error Teaching/Learning

by

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Component VI

The Future: Trial/Error Teaching/Learning

Competency 1: Reading specialists have a philosophy which holds that there is hope for the future in reading instruction.

Competency 2: Reading specialists have some ideals/dreams which they may someday realize concerning the future of reading instruction.

Competency 1: READING SPECIALISTS HAVE A PHILOSOPHY WHICH HOLDS THAT THERE IS HOPE FOR FOR THE FUTURE IN READING INSTRUCTION.

Module VI, 1C, 1 Modular Credit_______________

Title: Trial and Error Teaching and Learning-Research Paper

Rationale: Is there a magic approach that would maximize learning for all? Ideally, perhaps yes - - in theory. What is that theory that is so hard to put into practice?

Objective: Given the problem of illiteracy in America and the concepts of trial and error learning and teaching, and the concept of aptitude-treatment-interaction-analysis (Cronbach, Lee J. and R.E. Snow, Individual Differences in Learning Ability as a Function of Instructional Variables. Final Report, March 1969, School of Education Stanford University, Contract No. OEC4-6-061269-1217, U.S. Office of Education), write a research paper on your version of the hope for the future.

Learning Alternatives:

1. Yarington, David J., The Great American Reading Machine, Agathon Press, New York, 1976.
2. Seminar on the "future"
3. Lecture on Aptitude-Treatment-Interaction-Analysis (ATI).
4. __________

Indicator: Research paper

Evaluation: Subjective evaluation of your professor. (no specified length)

Competency 2: READING SPECIALISTS HAVE SOME IDEALS/DREAMS WHICH THEY MAY SOMEDAY REALIZE CONCERNING THE FUTURE OF READING INSTRUCTION.

Module VI, 2C, 1

Modular Credit________

Title: Term Paper on the Future

Rationale: What would your ideal school look like? Write about it, design it, hire teachers, buy materials. You've got unlimited resources.

Objective: Given unlimited resources, design in your ideal school of the future; one that maximizes learning to read and reading to learn, in a term paper.

Learning Alternatives:

1. Yarington, David J., The Great American Reading Machine, Agathon Press, New York, 1976.
2. ____________

Indicator: Term paper

Evaluation: No specified length. Subjective evaluation of your professor.